CASEY’S

CATERPILLAR

CLUB



**Introduction**

The Caterpillar Club is designed to improve emotional literacy and understanding in children aged 3 to 8. Use of the corresponding games is not always necessary if time is short. Deviation from the general format of this workbook beyond this, however, may lessen the impact that regularity and continuity bring to children’s understanding. In particular, setting aside a short 15 minute slot every day (such as after lunch break) when the weekly feeling can be discussed and Casey’s Calm Time practised should significantly increase the effectiveness of this workbook.

Use of the Caterpillar Club alone will not be enough to fully expand and develop emotional literacy and awareness in your child/children. This workbook is simply a tool to enable you to begin the process of openly communicating feelings and emotional states with your child/children. As emotional vocabulary and awareness of feelings develops, we would encourage you to incorporate their use in your everyday activities, rather than simply focussing on them during Caterpillar Club.

Our hope is that by using tools such as the Caterpillar Club children, from a very early age, will begin to understand their feelings, and the value of being heard when they correctly express their feelings, rather than using their behaviour to communicate on their behalf.

We hope that you find this workbook useful and that you enjoy many happy hours with Casey and his friends under the old oak.

Natalie Tillett and Liz Fordham, April 2018

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**Caterpillar Club Guide**

1. If you have enough adults, split the children into smaller sized groups, each with their own ‘leaf’. (The ‘leaf’ can be something that is made and painted by the class, or just a piece of material/a mat. What is important is that the children come to associate this item with the start of Caterpillar Club). If space is limited, however, Caterpillar Club can be just as effective with each child remaining at their own desk.
2. Encourage the children to be calm. If necessary, explain what being clam is.

(This should become less necessary as the weeks progress and the children practice being clam through ‘Casey’s Calm Time’.)

1. Introduce today’s feeling and the child/children Casey is going to meet. The different feelings are listed in alphabetical order. Children can be offered the opportunity to choose the week’s feeling if this is appropriate.
2. The leader reads the main ‘Casey the Caring Caterpillar’ story, inserting the name of the class that is listening as indicated in red script eg “Foxes class” or “Herons”.
3. The aim of the ‘Talk Time’ part of the programme is to help children understand their own experience of a particular feeling, to examine their behaviour around that feeling and to consider whether there is something they could do differently to better manage that feeling in the future. Also, it can be extremely helpful for children to understand that they are not the only person who feels a particular feeling and to learn from the experience and advice of their peers. The list of questions is only a guide to help facilitate this part of the story. Allow the discussion to develop according to the needs of the children.
4. Be aware that discussing some of these feelings may be unsettling for some children. If this occurs, gently draw Casey’s Talk Time to a close, reassuring the child/children that it is okay to feel ‘funny’ when talking about their feelings. Ensure that any child who is unsettled by a particular feeling has the opportunity to discuss this in private once Caterpillar Club has ended.
5. Each week, endeavour to follow the same format, so that the children begin to understand the expectations around Caterpillar Club and the concept of being calm as they practice the short mindfulness interventions introduced during Calm Time.
6. If appropriate, Casey’s games can be used to help illustrate a particular feeling as indicated on the list. It is not necessary to use the games every time.

**Feeling Accepted – William**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, William”*

*“William, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

William settled himself against the trunk of the big old oak and began to tell Casey all about feeling accepted.

*“I know that I’m feeling accepted because I feel calm and happy inside and I know that it’s OK to just be myself”*, he explained.

*“I know what you mean”* replied Casey *“being accepted is a great feeling. When I feel accepted I know that I don’t have to pretend to be someone I’m not. I don’t have to do things to get attention or reassurance either, I’m just happy being me”.*

“*I feel like that too*” agreed William. “*Because I feel accepted I find it so much easier to concentrate and do things in school because I’m not worrying about whether people like me or not. I feel calm inside my tummy and my head.*”

*“I’m so pleased you’re feeling accepted today”* said Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt accepted too.”*

*“Yes!”* beamed William, *“I’d love to know what* [*insert name of class*] *think about being accepted and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt accepted.**

**Suggested questions include:**

* Has anybody ever felt accepted?
* How did you know you felt accepted?
* Can you show me what feeling accepted looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt accepted (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt accepted?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt accepted?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt accepted* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them.*”

Just then they heard the school bell ring again.

 *“I’d better get back now”* said William, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them’.****”*

William waved and raced back to class, pleased to have shared his feelings of being accepted with Casey and [*insert name of class*].

“*I really enjoyed talking with William about feeling accepted”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head”.*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Angry - Daisy**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Daisy”*

*“Daisy, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Daisy settled herself against the trunk of the big old oak and began to tell Casey all about feeling angry.

*“I know that I’m feeling angry because I feel like I’ve got a volcano in my tummy and my head that might explode at any time. I just want to stomp and crash and hit or shout”*, she explained.

*“I know what you mean”* replied Casey *“being angry is not a comfortable feeling. When I feel angry my face sometimes goes bright red and I find it hard to use my words to tell people why I’m feeling angry. Sometimes I feel like I want to hit something or even someone, and that makes me scared because I don’t feel in control. Sometimes, after I’ve been angry and cross I feel really embarrassed and ashamed, particularly if I’ve broken something or hurt someone”.*

“*I feel like that too*” sighed Daisy. “*This morning I felt like a rocket firework that was about to explode. I was so grumpy and cross with everyone and I could feel myself getting all hot and bothered when people spoke to me. Trying to hold my feelings in has given me a tummy ache. It’s really not very nice being angry!!*”

*“I’m sorry you’re feeling angry today”* said Casey*. “Thank you for coming to tell me how you’re feeling though. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt angry too.”*

*“Yes!”* agreed Daisy, *“I’d love to know what* [*insert name of class*] *think about being angry and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt angry.**

**Suggested questions include:**

* Has anybody ever felt angry?
* How did you know you felt angry?
* Can you show me what feeling angry looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt angry (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt angry?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt angry?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt angry* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them.*”

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Daisy, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Daisy Waved, clambered up and plodded back to class, pleased to have shared her feelings of being angry with Casey and [*insert name of class*].

“*I really enjoyed talking with Daisy about feeling angry”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Bored- Pria**

It was summer, the sun was beaming through the leaves on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Pria”*

*“Pria, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Pria settled herself against the trunk of the big old oak and began to tell Casey all about feeling bored.

*“I know that I’m feeling bored because I feel tired and fed up and I really can’t be bothered to do anything. Being bored has made me feel grumpy too”*, she explained.

*“I know what you mean”* replied Casey *“being bored is not nice. When I feel bored I just want to lie around on my leaf and not do anything. Sometimes I feel so bored I don’t want to be with anyone either..”.*

“*I feel like that too*” sighed Pria. “*I don’t know why but this morning I felt so bored that I didn’t even want to do a picture to go with my story and normally I love drawing. And when Abbey came over to play with me at break time, I just couldn’t really be bothered to play, so I just walked away and came to see you. It’s not very nice being bored!!*”

*“I’m sorry you’re feeling bored today”* said Casey*. “Thank you for coming to tell me how you’re feeling though*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt bored too.”*

*“Yes!”* agreed Pria, *“I’d love to know what* [*insert name of class*] *think about being bored and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt bored.**

**Suggested questions include:**

* Has anybody ever felt bored?
* How did you know you felt bored?
* Can you show me what feeling bored looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt bored (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt bored?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt bored?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt bored* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Pria, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Pria waved, clambered up and plodded back to class, pleased to have shared her feelings of being bored with Casey and [*insert name of class*].

“*I really enjoyed talking with Pria about feeling bored”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Brave - Rosie**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Rosie”*

*“Rosie, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Rosie settled herself against the trunk of the big old oak and began to tell Casey all about feeling brave.

*“I know that I’m feeling brave because I feel strong and full of courage. I feel smiley and happy inside, like I want to puff out my chest and jump around a bit ”*, she explained.

*“I know what you mean”* replied Casey *“being brave is a great feeling. When I feel brave I feel like I want to give things a go and try things I wouldn’t normally do”.*

“*I feel like that too*” giggled Rosie. “*Today I put my hand up and answered two questions in class and normally I never put my hand up! It’s great feeling brave!*”

*“I’m so pleased you’re feeling brave today”* laughed Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt brave too.”*

*“Yes!”* agreed Rosie, *“I’d love to know what* [*insert name of class*] *think about being brave and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt brave.**

**Suggested questions include:**

* Has anybody ever felt brave?
* How did you know you felt brave?
* Can you show me what feeling brave looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt brave (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt brave?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt brave?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt brave* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Rosie, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them’.*** *”*

Rosie waved, jumped up and raced back to class, pleased to have shared her feelings of being brave with Casey and [*insert name of class*].

“*I really enjoyed talking with Rosie about feeling brave”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Disappointed – Jason**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Jason”*

*“Jason, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Jason settled himself against the trunk of the big old oak and began to tell Casey all about feeling disappointed.

*“I know that I’m feeling disappointed because I feel let down and sad like someone has forgotten about me”*, he explained.

*“I know what you mean”* replied Casey *“being disappointed is not a nice feeling. Sometimes when I feel disappointed my body feels heavy and tired and I can’t really be bothered to do anything”.*

“*I know what you mean*” agreed Jason. “*This morning all I wanted to do was cry I felt so disappointed. Now though I feel cross and angry and I just want to stomp around being grumpy. Feeling disappointed is so confusing.*” sighed Jason.

*“I’m sorry you’re feeling disappointed today”* said Casey*. “Thank you for coming to tell me how you’re feeling though. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt disappointed too.”*

*“Yes!”* agreed Jason, *“I’d love to know what* [*insert name of class*] *think about being disappointed and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt disappointed.**

**Suggested questions include:**

* Has anybody ever felt disappointed?
* How did you know you felt disappointed?
* Can you show me what feeling disappointed looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt disappointed (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt disappointed?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt disappointed?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt disappointed* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Jason, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Jason waved, clambered up and plodded back to class, pleased to have shared his feelings of being disappointed with Casey and [*insert name of class*].

“*I really enjoyed talking with Jason about feeling disappointed”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Excited –Harry**

It was summer, the sun was beaming through the leaves on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Harry”*

*“Harry, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Harry settled himself against the trunk of the big old oak and began to tell Casey all about feeling excited.

*“I know that I’m feeling excited because I feel happy and smiley and I want to run and jump about all the time. I feel like I’ve got bubbles in my tummy that are pop, pop, popping and I want to squeal or scream to let them out”*, he explained.

*“I know what you mean”* agreed Casey *“being excited is a great feeling. When I feel excited I want to wiggle and jiggle about and tell everybody I see why I’m feeling excited. It can be hard not to get over excited sometimes because then I do silly things and get into trouble”.*

“*I know what you mean*” laughed Harry. “*This morning I was so excited I found it hard to sit still and listen to the teacher in class. I just wanted to bounce up and down on my seat and it was so hard keeping all the bubbles inside.*”

*“I’m so pleased you’re feeling excited today”* laughed Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt excited too.”*

*“Yes!”* beamed Harry, *“I’d love to know what* [*insert name of class*] *think about being excited and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt excited.**

**Suggested questions include:**

* Has anybody ever felt excited?
* How did you know you felt excited?
* Can you show me what feeling excited looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt excited (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt excited?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt excited?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt excited* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Harry, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Harry waved and raced back to class, pleased to have shared his feelings of being excited with Casey and [*insert name of class*].

“*I really enjoyed talking with Harry about feeling excited”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Frustrated – George**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, George”*

*“George, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

George settled himself against the trunk of the big old oak and began to tell Casey all about feeling frustrated.

*“I know that I’m feeling frustrated because I feel angry and nervous and sad all at the same time”*, he explained.

*“I know what you mean”* replied Casey *“being frustrated is not a comfortable feeling. I feel frustrated when I think that I can’t do something and everyone else can. I feel all cross and grumpy like I’m all tied up in knots. I find it hard to use my words to explain what I’m feeling when I’m feeling frustrated and that makes it even worse” continued Casey.*

“*I feel like that too*” agreed George. “*This morning I was so frustrated I tore up my story and threw it in the bin for no reason at all. I wanted to be able to do my work, but I just couldn’t seem to get it right. Afterwards, I was really embarrassed and all I wanted to do was cry. Feeling frustrated is very confusing*” sighed George.

*“I’m sorry you’re feeling frustrated today”* said Casey*. “Thank you for coming to tell me how you’re feeling though. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt frustrated too.”*

*“Yes!”* agreed George, *“I’d love to know what* [*insert name of class*] *think about being frustrated and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt frustrated.**

**Suggested questions include:**

* Has anybody ever felt frustrated?
* How did you know you felt frustrated?
* Can you show me what feeling frustrated looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt frustrated (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt frustrated?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt frustrated?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt frustrated* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said George, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

George waved, clambered up and plodded back to class, pleased to have shared his feelings of being frustrated with Casey and [*insert name of class*].

“*I really enjoyed talking with George about feeling frustrated”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Guilty - Precious**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Precious”*

*“Precious, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Precious settled herself against the trunk of the big old oak and began to tell Casey all about feeling guilty.

*“I know that I’m feeling guilty because I feel sad and knotted up inside. My hands have gone all sweaty and I feel like my heart is pounding out of my chest. I know that I’ve done something wrong and I feel like I should tell someone what’s happened because I feel bad and I want to say sorry. I’m a bit scared I might get into trouble though”*, she explained.

*“I know what you mean”* replied Casey *“being guilty is not a comfortable feeling. When I feel guilty I sometimes want to hide because I feel so bad inside. Sometimes I feel nervous of what people will say if I tell them what’s happened”.*

“*I feel like that too*” sighed Precious. “*I’m really sorry for what I’ve done and I wish I could go back and change it. I really hope I don’t get into trouble.”*

As she spoke, a tear trickled down Precious’ soft cheeks.

*“I’m sorry you’re feeling guilty today”* said Casey*. “Thank you for coming to tell me how you’re feeling though*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt guilty too.”*

*“Yes!”* agreed Precious, *“I’d love to know what* [*insert name of class*] *think about being guilty and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt guilty.**

**Suggested questions include:**

* Has anybody ever felt guilty?
* How did you know you felt guilty?
* Can you show me what feeling guilty looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt guilty (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt guilty?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt guilty?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt guilty* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Precious, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Precious waved, clambered up and plodded back to class, pleased to have shared her feelings of being guilty with Casey and [*insert name of class*].

“*I really enjoyed talking with Precious about feeling guilty”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’ we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Happy – Abdul**

It was summer, the sun was beaming through the leaves of the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Abdul”*

*“Abdul, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Abdul settled himself against the trunk of the big old oak and began to tell Casey all about feeling happy.

*“I know that I’m feeling happy because I feel all warm and bubbly and I want to smile and jump around”*, he explained.

*“I know what you mean”* replied Casey *“being happy is a great feeling. When I feel happy I want to dance on a leaf and tell anybody I see why I’m feeling happy”.*

“*I feel like that too*” agreed Abdul. “*This morning I found it really hard to sit still and listen in class, I just wanted to sing and jump around and be happy. I don’t actually know why I’m feeling happy today, I just am!*”

*“I’m so pleased you’re feeling happy today”* said Casey*. “Thank you for coming to tell me how you’re feeling*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt happy too.”*

*“Yes!”* beamed Abdul, *“I’d love to know what* [*insert name of class*] *think about being happy and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt happy.**

**Suggested questions include:**

* Has anybody ever felt happy?
* How did you know you felt happy?
* Can you show me what feeling happy looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt happy (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt happy?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt happy?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt happy* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Abdul, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Abdul waved and raced back to class, pleased to have shared his feelings of being happy with Casey and [*insert name of class*].

“*I really enjoyed talking with Abdul about feeling happy”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Jealous - Bethan**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Bethan”*

*“Bethan, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Bethan settled herself against the trunk of the big old oak and began to tell Casey all about feeling jealous.

*“I know that I’m feeling jealous because I feel angry and sad and scared, all at the same time”*, she explained. “*My tummy feels really tight and I feel mean and unkind.”*

*“I know what you mean”* replied Casey *“being jealous is not a comfortable feeling. When I feel jealous I sometimes want to do unkind things to someone or take something they have. I sometimes feel scared that I’ll do something when I’m jealous that afterwards I’ll wish I hadn’t done. I sometimes wish bad things will happen to someone when I’m feeling jealous, so that I might feel better”.*

“*I feel like that too*” sighed Bethan. “*This morning I didn’t even want to stand next to my best friend in assembly I felt so jealous of her. All I could think about in class was what I could do to make her feel as bad as me. She’s always been my best friend so I know I don’t want to hurt her really, I just feel so jealous of her today. It’s not very nice feeling jealous!!*”

As she spoke a tear trickled down Bethan’s pale cheeks.

*“I’m sorry you’re feeling jealous today”* said Casey*. “Thank you for coming to tell me how you’re feeling though*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt jealous too.”*

*“Yes!”* agreed Bethan, *“I’d love to know what* [*insert name of class*] *think about being jealous and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt jealous.**

**Suggested questions include:**

* Has anybody ever felt jealous?
* How did you know you felt jealous?
* Can you show me what feeling jealous looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt jealous (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt jealous?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt jealous?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt jealous* [*insert name of class*]”*,* said Casey. *Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Bethan, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Bethan waved, clambered up and plodded back to class, pleased to have shared her feelings of being jealous with Casey and [*insert name of class*].

“*I really enjoyed talking with Bethan about feeling jealous”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Lonely – Zac**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Zac”*

*“Zac, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Zac settled himself against the trunk of the big old oak and began to tell Casey all about feeling lonely.

*“I know that I’m feeling lonely because I feel left out and unhappy and I just want to cry”*, he explained.

*“I know what you mean”* replied Casey *“being lonely is not a nice feeling. When I feel lonely I sometimes want to cry too and I get a big empty feeling in my tummy. My body feels all heavy and slow and I don’t really want to do anything”.*

“*I know what you mean*” agreed Zac. “*I found it really hard to listen and do my work in class this morning, I just felt so sad and lonely. It feels like everybody else has friends except me and I don’t understand why. Feeling lonely is not nice.*” sighed Zac.

As he spoke a tear trickled down Zac’s pale cheek.

*“I’m sorry you’re feeling lonely today”* said Casey*. “Thank you for coming to tell me how you’re feeling though*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt lonely too.”*

*“Yes!”* agreed Zac, *“I’d love to know what* [*insert name of class*] *think about being lonely and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt lonely.**

**Suggested questions include:**

* Has anybody ever felt lonely?
* How did you know you felt lonely?
* Can you show me what feeling lonely looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt lonely (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt lonely?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt lonely?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt lonely* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Zac, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Zac waved, clambered up and plodded back to class, pleased to have shared his feelings of being lonely with Casey and [*insert name of class*].

“*I really enjoyed talking with Zac about feeling lonely”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Loved - Charlotte**

It was summer, the sun was beaming through the leaves on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Charlotte”*

*“Charlotte, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Charlotte settled herself against the trunk of the big old oak and began to tell Casey all about feeling loved.

*“I know that I’m feeling loved because I feel warm and calm and happy inside and I just want to smile and hug myself”*, she explained.

*“I know what you mean”* replied Casey *“being loved is a great feeling. When I feel loved I know deep down that I am cared for and accepted just as I am, even if I get told off or do something I shouldn’t”.*

“*I feel like that too*” said Charlotte. “*I feel like I can let any bad things just bounce off me and I don’t feel so sad when people do or say unkind things to me! It’s great feeling loved!*”

*“I’m so pleased you’re feeling loved today”* laughed Casey*. “Thank you for coming to tell me how you’re feeling*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt loved too.”*

*“Yes!”* agreed Charlotte, *“I’d love to know what* [*insert name of class*] *think about being loved and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt loved.**

**Suggested questions include:**

* Has anybody ever felt loved?
* How did you know you felt loved?
* Can you show me what feeling loved looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt loved (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt loved?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt loved?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt loved* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Charlotte, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Charlotte waved, jumped up and raced back to class, pleased to have shared her feelings of being loved with Casey and [*insert name of class*].

“*I really enjoyed talking with Charlotte about feeling loved”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Nervous – Joshua**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Joshua”*

*“Joshua, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Joshua settled himself against the trunk of the big old oak and began to tell Casey all about feeling nervous.

*“I know that I’m feeling nervous because I feel frightened and excited at the same time. My tummy feels bubbly and jumpy and my hands are hot and sweaty too. When I feel really nervous, I feel like I can hear my heart beating out of my chest and my words come out funny sometimes”* he explained.

*“I know what you mean”* replied Casey *“being nervous is not always a comfortable feeling. Sometimes when I feel nervous it helps me to know that something is not OK – even if I’m not sure what it is. Sometimes I know why I feel nervous, like if I have to do something I’m not very good at or go somewhere I don’t really know.”*

“*I feel like that too*” agreed Joshua. “*This morning I knew I was feeling nervous because we had a test in class, but sometimes I don’t know why I’m feeling nervous, I just feel bubbly and jumpy and I find it really hard to concentrate in class. Sometimes I feel nervous when I know a good thing is going to happen like my birthday party*” sighed Joshua. “*Feeling nervous can be very confusing.”*

*“You’re right, feeling nervous can be very confusing”* said Casey*. “Thank you for coming to tell me how you’re feeling.* *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt nervous too.”*

*“Yes!”* agreed Joshua, *“I’d love to know what* [*insert name of class*] *think about being nervous and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt nervous.**

**Suggested questions include:**

* Has anybody ever felt nervous?
* How did you know you felt nervous?
* Can you show me what feeling nervous looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt nervous (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt nervous?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt nervous?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt nervous* [*insert name of class*]”*,* said Casey.

*“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*” agreed Joshua.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Joshua, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Joshua waved, clambered up and plodded back to class, pleased to have shared his feelings of being nervous with Casey and [*insert name of class*].

“*I really enjoyed talking with Joshua about feeling nervous”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

 “*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Okay – Ava**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Ava”*

*“Ava, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Ava settled herself against the trunk of the big old oak and began to tell Casey all about feeling okay.

*“I know that I’m feeling okay because I feel calm and contented inside. I don’t feel super bouncy and happy but nor do I feel really sad either. I feel just fine”*, she explained.

*“I know what you mean”* replied Casey *“feeling okay is neither a great nor a not so great feeling. I feel okay most of the time, it’s just a really satisfied and contented place to be.”*

“*That’s right*” agreed Ava. “*This morning I was able to just get on with my work and not feel bothered by things! I didn’t feel like I needed a lot of help, but I knew that if I did I could ask for it. Also, when some of the other girls were playing on the climbing frame I was okay to just watch and call across to them – I didn’t feel left out, but neither did I feel like I had to join in and be included. I like feeling okay.*”

Casey and Ava smiled as they both thought about feeling okay.

*“I’m so pleased you’re feeling okay today”* laughed Casey*. “Thank you for coming to tell me how you’re feeling*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt okay too.”*

*“Yes!”* agreed Lucy, *“I’d love to know what* [*insert name of class*] *think about being okay and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt proud.**

**Suggested questions include:**

* Has anybody ever felt proud?
* How did you know you felt proud?
* Can you show me what feeling proud looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt proud (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt proud?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt proud?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt proud* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Lucy, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Lucy waved, jumped up and raced back to class, pleased to have shared her feelings of being proud with Casey and [*insert name of class*].

“*I really enjoyed talking with Lucy about feeling proud”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable.* *Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

 “*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Proud – Lucy**

It was summer, the sun was beaming through the leaves on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Lucy”*

*“Lucy, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Lucy settled herself against the trunk of the big old oak and began to tell Casey all about feeling proud.

*“I know that I’m feeling proud because I feel warm and happy and contented inside, and I know that I’ve done my best”*, she explained.

*“I know what you mean”* replied Casey *“being proud is a great feeling. When I feel proud I just want to run around and tell anybody I meet why I’m feeling proud. It’s such a funny feeling, it makes me feel like I’m five times bigger than I actually am. ”*

“*I feel like that too*” giggled Lucy. “*This morning I felt so proud I couldn’t wait to get to school to tell my friends and my teacher what I’ve done! I felt like my proud feelings were bursting out of my chest. I like feeling proud!*”

Casey and Lucy giggled as they thought about feeling proud.

*“I’m so pleased you’re feeling proud today”* laughed Casey*. “Thank you for coming to tell me how you’re feeling*. *Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt proud too.”*

*“Yes!”* agreed Lucy, *“I’d love to know what* [*insert name of class*] *think about being proud and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt proud.**

**Suggested questions include:**

* Has anybody ever felt proud?
* How did you know you felt proud?
* Can you show me what feeling proud looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt proud (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt proud?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt proud?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt proud* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Lucy, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Lucy waved, jumped up and raced back to class, pleased to have shared her feelings of being proud with Casey and [*insert name of class*].

“*I really enjoyed talking with Lucy about feeling proud”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable.* *Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

 “*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Sad - Sofia**

It was autumn, the leaves were falling from the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a big brown leaf, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Sofia”*

*“Sofia, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Sofia settled herself against the trunk of the big old oak and began to tell Casey all about feeling sad.

*“I know that I’m feeling sad because I feel upset and unhappy and I just want to cry”*, she explained.

*“I know what you mean”* replied Casey *“being sad is not nice. When I feel sad I feel like my heart is really heavy inside me and I sometimes want to cry too. Sometimes if I do cry I feel a bit better afterwards, even if nothing has changed. Sometimes though, it doesn’t help at all when I cry.”*

“*I feel like that too*” sighed Sofia. “*I don’t know why, but this morning I felt so sad that I didn’t even want to run around and play with my friends. Usually I don’t mind if they know I’m feeling sad and when they give me a big hug it makes me feel a bit better. This morning though I didn’t want them to know I was feeling sad and I just wanted to be left alone. Feeling sad is so confusing.*”

As she spoke a tear trickled down Sofia’s pale cheek.

*“I’m sorry you’re feeling sad today”* said Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt sad too.”*

*“Yes!”* agreed Sofia, *“I’d love to know what* [*insert name of class*] *think about being sad and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt sad.**

**Suggested questions include:**

* Has anybody ever felt sad?
* How did you know you felt sad?
* Can you show me what feeling sad looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt sad (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt sad?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt sad?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt sad* [*insert name of class*]”*,* said Casey.

*“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*” agreed Sofia.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Sofia, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Sofia waved, clambered up and plodded back to class, pleased to have shared her feelings of being sad with Casey and [*insert name of class*].

“*I really enjoyed talking with Sofia about feeling sad”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Shy - Jaynil**

It was spring, the leaves were budding on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a crisp, brown leaf. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Jaynil”*

*“Jaynil, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Jaynil settled himself against the trunk of the big old oak and began to tell Casey all about feeling shy.

*“I know that I’m feeling shy because I don’t know what to do or say when I’m with people I don’t know. My face goes all red and hot when somebody says something to me and my heart beats really fast in my chest,”* he explained.

*“I know what you mean”* replied Casey *“being shy is not a comfortable feeling. Sometimes I know that I want to go out and I know that everything will be OK but I just feel too shy to give it a go.”*

“*I feel like that too*” agreed Jaynil. “*This morning I just couldn’t think of anything to say or do whilst I was waiting in the playground and I felt so silly just standing around. One boy tried to talk to me but I just went really red when he spoke to me and looked away because I was so embarrassed. In the end he just ran off to play with his friends – I don’t blame him, it’s my fault I’m shy not his*” sighed Jaynil.

*“I’m sorry you’re feeling shy today”* said Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt shy too.”*

*“Yes!”* agreed Jaynil, *“I’d love to know what* [*insert name of class*] *think about being shy and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt shy.**

**Suggested questions include:**

* Has anybody ever felt shy?
* How did you know you felt shy?
* Can you show me what feeling shy looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt shy (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt shy?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt shy?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt shy* [*insert name of class*]”*,* said Casey.

*“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*”.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Jaynil, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Jaynil waved, clambered up and plodded back to class, pleased to have shared his feelings of being shy with Casey and [*insert name of class*].

“*I really enjoyed talking with Jaynil about feeling shy”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**Feeling Worried - Fraser**

It was summer, the sun was beaming through the leaves on the big old oak and, nestled among the roots, in the far corner of the school field, Casey the Caring Caterpillar lay curled up inside his cocoon safe, snug and sleepy. Casey was a very special caterpillar who wanted, more than anything else, to help the children in the school understand their feelings.

And so it was that every day the children would come to find Casey, to share their stories and listen as he explained what their feelings were and what they could do with them. Casey and the children knew how important it was to use their words to express their feelings and to talk to someone they could trust about them. Always Casey would smile and say ***“Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.”***

Soon, Casey heard the familiar sound of the school bell signalling the start of morning break. Casey crawled out from the cosy warmth of his cocoon and perched on the edge of a fresh blade of grass. He looked up and saw [*insert name of class*] staring warmly back at him.

“*Hello* [*insert name of class*]” cried Casey excitedly, “*I’m so pleased to see you. Thank you for coming to help me talk to the children from the school about their feelings today.”*

Just then Casey heard a small voice calling out his name.

*“Hello”* called Casey excitedly, *“I’m over here, on a fresh blade of grass, just underneath the old oak tree”.*

*“Hello”* said the voice in reply, *“it’s me, Fraser”*

*“Fraser, ” cried Casey, “I’m so pleased to see you. How are you feeling today?”*

Fraser settled himself against the trunk of the big old oak and began to tell Casey all about feeling worried.

*“I know that I’m feeling worried because I feel like I have a big knot in my tummy and my head feels all fuzzy and busy. I keep expecting something bad to happen, even though I don’t know what or why and I feel jumpy all the time”* he explained.

*“I know what you mean”* replied Casey *“being worried is not a comfortable feeling. Sometimes when I feel worried, I feel sad like I want to cry and I twist my hair and bite my fingernails. I find it so hard to sit still and concentrate too. Sometimes I know why I’m worried, but sometimes I don’t and that can be really confusing.”*

“*I feel like that too*” agreed Fraser. “*This morning I just couldn’t sit still in class and to make it worse, I kept calling out and getting into trouble. I didn’t mean to be naughty, I just felt really worried but because I didn’t know why I didn’t know how to tell my teacher*” sighed Fraser.

As he spoke, a tear trickled down Fraser’s pale cheek.

*“I’m sorry you’re feeling worried today”* said Casey*. “Thank you for coming to tell me how you’re feeling. Perhaps you could share your feelings with* [*insert name of class*]*?”* suggested Casey. *“They may be able to tell us about times when they’ve felt worried too.”*

*“Yes!”* agreed Fraser, *“I’d love to know what* [*insert name of class*] *think about being worried and whether they have ever felt like this”.*

**TALK TIME**

**Encourage the children to discuss times when they may have felt worried.**

**Suggested questions include:**

* Has anybody ever felt worried?
* How did you know you felt worried?
* Can you show me what feeling worried looks like? (Encourage one or two children to ‘act out’ the feeling)
* Did anything happen to your body when you felt worried (eg. heart beating faster, bubbles in tummy, sweaty hands etc)
* What did you do when you felt worried?
* Is it a comfortable/good feeling?
* If it wasn’t a good feeling, what could you do to stop that feeling?
* Is there anything you could/would do differently the next time you felt worried?

**Draw the discussion to a close and continue the story.**

“*Thanks for telling us about times when you’ve felt worried* [*insert name of class*]”*,* said Casey. *“Feelings aren’t always easy but, whether they’re easy or not so easy, it always helps to talk about them*” agreed Fraser.

Just then they heard the school bell ring again.

 *“I’d better get back now”* said Fraser, *“I’ll come and see you again soon Casey.”*

*“I’d love that,”* replied Casey, “*and don’t forget* ***‘Feelings are just feelings, they come and they go. We don’t have to be afraid of our feelings, we just have to know what they are and use our words to talk about them.’*** *”*

Fraser waved, clambered up and plodded back to class, pleased to have shared his feelings of being worried with Casey and [*insert name of class*].

“*I really enjoyed talking with Fraser about feeling worried”* said Casey*. “Thanks for helping* [*insert name of class*].

“*Please would you help me practice calm time now too? Being calm really helps me with my feelings. It’s really easy, just follow me”*

**CALM TIME**

**You may wish to confirm with the children that they agree to help Casey with Calm Time. Either way, continue with the Casey story as set out below, encouraging the children to copy what Casey does:**

“*We start by finding enough space to get comfortable. Then, we close our eyes and think about these three simple questions – we don’t need to call out any answers, we just think about the answers in our head.”*

“*What can I hear*?” ………..

“*What can I smell*?” ………..

 “*What can I feel*?” ………..

*“Next, with our eyes still closed, we imagine there’s a big fluffy white cloud floating just above our head. Then we imagine the cloud is full of calming magic. Next, on the count of three, we are going to take 5 big, deep breaths of that calming magic.*

*Ready, 1, 2, 3 and breathe…*

*in and out,*

*in and out,*

*in and out,*

*in and out,*

*in and out.*

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

“*The last thing we need to do in order to finish calm time is to gently shake out any funny feelings in our body”* he explained*. “Follow me*, *I’ll show you how.”*

“*First you start with your neck by gently tilting your head backwards and forwards. Then you stretch out your shoulders and along your arms to your hands and fingers. Then you reach your arms in the air and stretch through your back. Lastly, you gently shake and stretch your entire body*.”

Casey stretched and yawned one more time.

“*You’ve been so good at helping me today [insert name of class], I wish I could give each one of you a really big ‘well done’ hug. In fact, why don’t we do that”* he decided*. “Wrap your arms around yourself and squeeze really tight.”*

**Pause to allow the children time to enjoy their hug**

Casey smiled warmly as *[insert name of class]* enjoyed their hug.

 *“Time for me to go now*” he beamed. “*It’s been great having you with me today [insert name of class]. See you again soon.”*

Casey waved tenderly as he slowly shuffled his way back to the comfort and safety of his cosy, warm cocoon.

And that is where we will leave Casey for today, until it’s time to meet with him again among the roots of the old oak tree, at the bottom of the school field.

**CASEY’S FEELING GAMES - (Optional)**

**ANGRY**

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

 Parachute game with people running and swooping places.

**ANGRY**

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

**BORED**

Sleeping lions: encourage the children to lie on the floor like a sleeping lion. Leave the children for a lengthy period of time before waking them up. Ask the children how it felt to be left waiting?

**BRAVE**

Obstacle course: set up a simple obstacle course (around chairs, over benches, passing a bean bag/balloon) and set the children up in pairs. Blindfold one partner, whilst the other guides them over the obstacle course, then swap over and repeat the exercise. Encourage the children to discuss how it felt to be blindfolded and carry out a task and how it felt when they had completed it.

Scary boxes: set up a few cardboard boxed with different objects inside (a cup of water, a furry animal, Playdo, wet sand etc). Ask the children to put their hand in the box without looking. Encourage them to explore how it felt to touch something without knowing what it was.

(This game can also be used to explore ‘Nervous’.)

**DISAPPOINTED**

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

**EXCITED**

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

**FRUSTRATED**

Transfer the objects: set up a pile of objects that have to be transported from one side of the room to the other in a short period of time. To make this game more challenging, add complexities such as ‘no hands’ or ‘with one hand behind your back’ or ‘hopping’. Ask the children to discuss how it felt to work against the clock or, if working in teams, how it felt when another team member was less quick and ‘losing’ the game for them.

Knots game: tie lots of knots in a piece of string and ask the children to undo them against a timer.

**GUILTY**

Shark game (any other animal or superhero/baddy can be used): ask all the children to close their eyes. A small number of children are secretly chosen as the ‘sharks’. The sharks then move around the room ‘biting’ the non-sharks by whispering ‘bitten’ as they gently touch the non-sharks. The non-sharks who have been ‘bitten’ must then fall to the ground. With their eyes still closed, the ‘bitten’ sharks try to guess who the sharks are. Encourage the sharks to discuss how it felt to secretly ‘bite’ the non-sharks.

**HAPPY**

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

**JEALOUS**

Pass the parcel: ask the children how it felt when they were missed to open the wrapping.

**LONELY**

Blind mans bluff: one child is blindfolded and has to run around the room trying to ‘catch’ the other children who are encouraged to run away. Ask the ‘blind man’ how it felt when the other children ran away from him/her.

**LOVED**

Encourage the children to draw a big love heart with all the people who they love and who they know love them either drawn or listed inside. Send the heart as a thank you to one of the people listed.

**NERVOUS**

Jenga/tower building: encourage the children to either build a tower or take blocks out of a tower. Ask them how they felt when the tower began to wobble, particularly if it was their turn to build the tower/remove the block.

See also the ‘obstacle course’ game at ‘Brave’ above and ‘musical chairs’ at ‘Proud’ below.

**PROUD**

Musical chairs: place a number of chairs facing outwards in a circle. Remove at least one chair. The children walk around the chairs and ‘sit down’ when the music stops. Any child left standing is out of the game. Ask the winning child how it felt to be the ‘last man standing’. Can also be used for ‘Sad’ below.

Ask the children to think of a time when they have done something about which they feel particularly proud. Encourage the children to build/draw a model/picture, either alone or in small groups of their proud moment. Ask the children to tell the other groups what their proud moment represents.

**SAD**

Musical chairs: see ‘proud’ above. Ask the children how it felt when they were ‘knocked out’ of the game.

**SHY**

Ask the children to work in pairs and stand with their backs to each other. Each child takes it in turn to think of an animal/food/teacher, whilst the other child has to guess who or what the first child is thinking. The ‘thinking’ child can only answer yes or no. Ask the ‘thinking’ child how it felt to know information that the other child didn’t.

**WORRIED**

What’s the time Mr Wolf game. one person (the ‘wolf’) stands with his back to the other children (the ‘sheep’) who creep up slowly on the wolf. The ‘sheep’ call out “What’s the time Mr Wolf?” After a pause, the ‘wolf’ turns around and calls out a time eg. one o’clock. If any of the sheep are caught moving they are out of the game. When the wolf chooses to call out ‘midnight’ he then turns around and chases the sheep to the other end of the room to see if he can catch a replacement ‘wolf’.

Balloon game: pass a balloon with a pump around the group. Each child gives one pump to the balloon until it gets really big. Ask the children how they feel as the balloon gets closer and closer to bursting. Stop the game before the balloon bursts.