

## TEACHER'S GUIDE

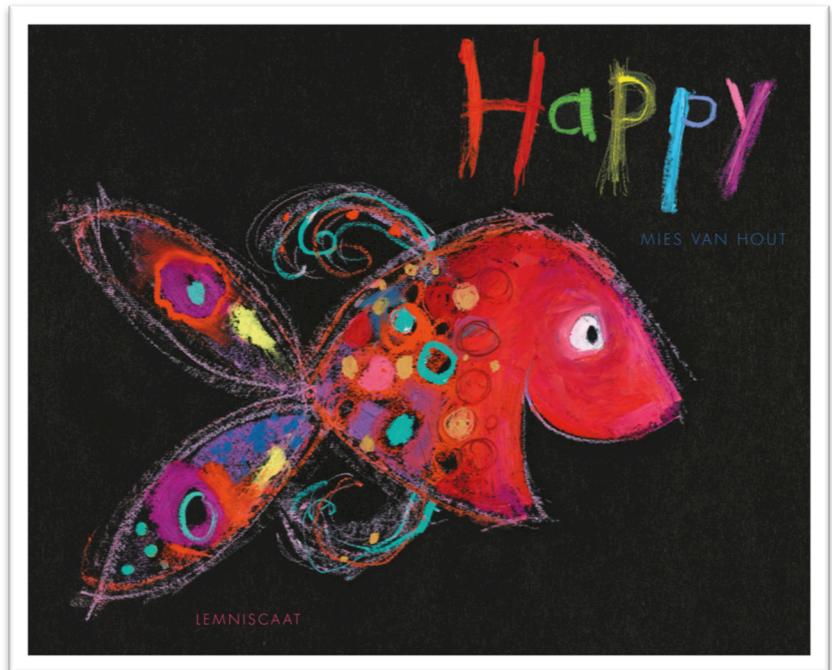
Mies van Hout

### Happy

(Lemniscaat)

Many activities can be developed for children of all ages using the picture book *Happy*. A number of ideas are discussed here.

By approaching the subject of conflict in a creative and artistic way, children's understanding of themselves and each other can be expanded in a positive and playful way.



ISBN: 978-17-880-7000-3 | HB, 26.2 x 21 cm | 48 p. | 4+ | £ 10.95

### Drawing fish that have feelings

The assignment is: draw a fish that has feelings.

The children can choose any kind of emotion to express. The fish are imaginary. They do not exist. A fish is actually a face with a tail. An emotion can be expressed through the eyes and the mouth. Colours are also a good way to express emotions. The best results can be obtained by using expressive materials such as paint, oil pastels or watercolours.

If children begin with a pencil sketch to work out their ideas, they are often able to concentrate better on the final drawing.

5-10 minutes of drawing is sufficient.

### Making a fish with paper mache

#### Materials:

- balloons in various shapes
- wallpaper paste (do not dilute it too much)
- crepe paper and kite paper in various colours
- wide brush
- for the second round: paint and brushes

The children choose the emotion they would like to express.

They should look for pieces of crepe paper and kite paper in colours that suit the emotion.

The base of the fish is an inflated balloon. Cut or tear the coloured paper into pieces. Spread paste over the balloon and cover it completely with pieces of paper. Using the brush, spread the paste over the first layer of paper. All the pieces of paper should be soaked with paste.

When it is finished, allow the balloon to dry on a clothes line.

Once it is dry, fins, a tail and possibly scales can be pasted on the fish. The scales, mouth and eyes can be painted as well. Allow the children to decide for themselves what the fish should look like.

### Thinking up stories

The children should tell their own stories about the fish. For example, ask them:

“Why is the fish jealous?”

“What happened that made the unhappy fish so sad?”

This can be done in conversation, or they can write the story down.

### **Perform emotions**

The children are going to perform an emotion.

It is theatre. If you have to act like you're nervous, it's easier if you think about something that makes you nervous.

### **Taking pictures**

The children can take pictures of children who are acting out an emotion.

This is best done in a separate room or behind a screen to help the children concentrate.

### **Talking about feelings**

By talking to children about feelings, they will learn to understand themselves as well as others. For example, show them an angry fish and ask:

Has anyone ever been angry? Would you like to tell us why you got angry? And have you ever been happy? Or brave? What happened?

How did you feel then? Were you proud of yourself?

The conversation can be different every time. Allow the children's stories to lead the conversation.

Show them the relevant fish each time.

### **Naming feelings**

If something happens that you would like to talk about, it can help if you name the feeling. What's going on? Are you angry? Are you sad? Are you happy?

Children can be afraid to talk about their feelings.

It is a lot safer to point to a picture that expresses an emotion.

This can help children talk about their feelings and to develop their self-understanding.

You can also read a story aloud to the children, and ask the children to name the feelings as you go along.

### **Your own story of emotions**

The children can also put together their own story of emotions.

For example: first I was angry, then I was sad. After that, I was angry at myself and now I am going to be brave and try to move on. I should be proud of myself.

### **Making a mind map**

A mind map looks like the cross-section of a tree. You should put the emotion in the trunk. Starting from the trunk, draw branches each in a different colour. Each branch is given a word that the child thinks is related to a feeling. Important branches are wider than unimportant branches. The branch can split into new branches to show new associations.

Decorate the mind map with drawings.

### **Look for differences between similar feelings**

Ask the children if they know the difference between "happy" and "satisfied" and "cheerful". Have them describe what made them feel happy or cheerful recently.

Such as:

I am happy with my new shoes.

I am satisfied because I had a good breakfast.

I am cheerful when I have to laugh about something with my friends.

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