



My Mum Tracy Beaker: A Feelings Map

Aim:

Identifying with Jess's emotions

Outcome:

A large illustrated Feelings Map created by the class and smaller Feelings Maps created in pairs

You will need:

- An extract or copies of the book
- Colouring pencils

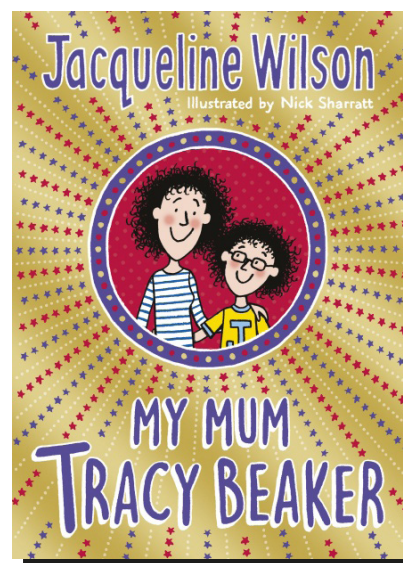
Introduction:

The aim of the activity is to identify and describe Jess's emotions in this scene of the story. **Why are identifying and describing emotions important empathy skills?**

Instructions:

Read aloud the first paragraph of the extract. Ask children to close their eyes and imagine how Jess is feeling. Then stop and ask for feedback: **'How does Jess feel when she's in the Peace Garden, usually?'** Write a sentence using the words they come up with on the whole-class Feelings Map. Then draw an appropriate expression on Jess's face.

- Repeat this activity with the next paragraph. **'When Tyrone enters the garden and Jess pretends to keep reading, how might she be feeling? How do you know?'** Model and extend as necessary – **'I wonder, does she perhaps feel angry as well as scared?'**
- Working in pairs or individually, children then either copy the first two points from the whole class Feelings Map, or write and draw their own. Then, using the extract, they complete two more – one for when Tyrone grabs Jess's book and pushes her off the bench, and one for how she feels afterwards, sitting in class with her knees bleeding, not having told anyone what happened.
- Colour code the map by colouring in the text box with a colour to match the emotion.
- While the children are working, the adult facilitator should complete the whole-class map.
- Ask children to share their completed maps with the rest of the group and explain their choices.





I feel ...



I feel ...



I feel ...



I feel ...



I feel ...



I feel ...