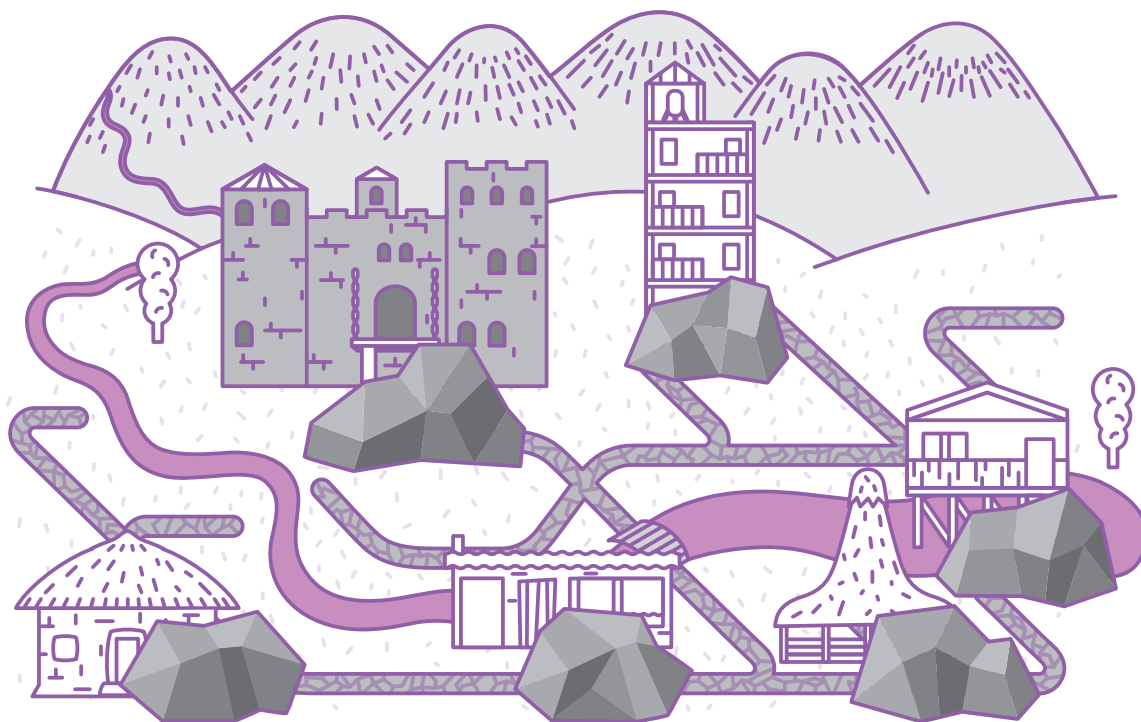


SCENARIO 5 OF 10

# IN THE KINGDOM OF FEELINGS

THE SENSE OF  
POWER

## *The Kingdom Turned to Stone*



## SCENARIO CARD

## Diary entry

### | OBJECTIVE OF THE CLASS

Strengthening self-esteem and stimulating the sense of empowerment.

### | ACTIVITIES

- Big and small stones – training attention and the skill of providing descriptions. Enriching the children's vocabulary.
- We're turning to stone – movement game. A conversation about the feelings playing is causing.
- Talking to a stone – playing with elements of drama. Personification of stones. Stimulating imagination and creativity.
- What can a stone do and what can't it do? – a movement game.
- The fourth rule – introducing the rule: "We can do a lot of things, but we also remember about our own safety and the safety of others".
- We have the power – movement game.
- Mountain of Power – listening to the royal edict, placing a fingerprint on the flag and receiving a badge for the Resident of the Kingdom of Feelings Card.

## What is happening in this episode?

Something extraordinary has happened in the Kingdom of Feelings... All the inhabitants have turned to stone! In the classroom, the children will think about the difference between stones and people and the importance of being able to take action on one's own. They will look carefully at the stones, try to imitate them, freeze in place and make the stones laugh. They specify the differences between what stones and what people can do. While they play, they will also establish another rule applied in the Kingdom, which is: "We can do a lot of things, but we also remember about our own safety and the safety of others". At the end of the class, the children will decide whether they prefer to be humans and to be able to act, or whether they want to remain stones with no power to do anything. They will remove the spell from their heroes, showing the power of human action. To commemorate this experience, the next hill will be named the Mountain of Power and the inhabitants will be awarded the badges "I know what the sense of power is".

## Preparation for the classes

### | NOTE!

Episode 5 is a proposal for activities for older preschool children. We encourage you to evaluate independently whether your pupils are good enough at tasks which require symbolic and abstract thinking to take full advantage of the proposed activities. Going through this episode is not required for the adventures of the children in the Kingdom of Feelings to form a coherent story. If, however, you decide not to carry it out, be careful with the summaries in each episode, so as not to refer to the experience of the stones as being the opposite of human beings.



## | TEACHING AIDS

- flag template
- template of the badge "I know what a sense of empowerment is"
- a chest
- Rules of the Kingdom of Feelings Card
- Resident of the Kingdom of Feelings Cards
- stones cut out of paper
- small stones
- a bag
- a sash or a band
- a rope
- ink and a sponge
- glue

## *Preparation of the scenery and props*

Before class, remove the silhouettes of all the characters from the scenery board and put them in the chest and replace them with stones cut out from paper. Prepare a bag of real stones.



## LESSON PLAN

### | WHAT MIGHT HAVE HAPPENED? – INTRODUCTION TO THE CLASS

The children come into the classroom and notice that stones have appeared in the Kingdom in the place of their characters. Ask what might have happened:

- What happened to the people? What happened to the king, the queen and their dog?

The children share their ideas. The matter remains unresolved.

### | BIG AND SMALL STONES – TRAINING ATTENTION AND THE SKILL OF PROVIDING DESCRIPTIONS

Sit with the children in a circle. Pour the stones out of the bag into the middle and ask each child to take one. Be careful to ensure safety:

- We hold them in both hands so that they do not fall out and do not harm our classmates.

If you already have a safety policy in your group it is a good idea to warn your children before you start that these rules also apply during the adventure in the Kingdom of Feelings. You can also discuss them again briefly with the children.

Then say:

- We all have our own stones now. Close your eyes. Think about, but don't say yet: what the stone is like to the touch. Can you feel its temperature? Is it cool? Smooth or rather rough? Feel its weight. Can you feel its weight in your hand? Carefully, take the stone in one hand now. Stretch out both your hands in front of you. Can you feel how tense the muscles in the hand holding the stone are? Now squeeze the stone in your hand. Can you feel how hard it is? Try to squeeze your fingers into the stone. Will they go deep into the stone? If you tighten your hand more, will the stone change its shape, bend under pressure? What's the temperature of the stone now? Is it warmer than at the beginning of the exercise? Is it the same? You can open your eyes now. Put the stones in front of you.

You can expand this exercise and encourage the children to look at their stones very carefully after opening their eyes. They should say what colour and shape they are and whether they have any special traits. After observing for a few minutes, ask the children to put the stones in the bag, then mix them and pour them out again. Let the children find their stones.

Encourage the children to talk:

- Imagine you're the stones. Let each of you think: how does it feel, what is happening to it, have you ever felt like a stone?

Invite the children to talk, following the first rule of the Kingdom of Feelings (We listen to each other).

## | WE'RE TURNING TO STONE – MOVEMENT GAME

Before you start playing, collect the stones from the floor, put them in the bag and put them aside. Invite the children to play, during which they will be stones for a moment. It's a version of the game of tag. Give the designated person – the "it" sash or band. At the signal, the children should start running around the room, and the one touched by whoever is "it" should turn to stone, i.e. freeze in one position without being able to move. A petrified person can be unfrozen by someone who has not yet been caught by whoever is "it"; such a person must touch the petrified person and say: "Feel it!" If the "it" feels tired, you can assign another person to this role. After the game, ask the children:

- How did you feel when the "it" turned you into stone and you had to freeze?

To sum up the game, draw the children's attention to the fact that action and movement, allows us to influence the environment – just as people who could unfreeze their friends had an influence over the further course of the game. But when we freeze like stones, we cease to have influence, we have to wait until someone does something for us, unfreezes us. Ask the children:

- Do you prefer to act and influence, or do you think it is better to wait for someone to do something with you? To decide what happens next for you?

Encourage the children to engage in a short activity (2 minutes):

- Show what it's like to be able to move.

## | TALKING TO A STONE – PLAYING WITH ELEMENTS OF DRAMA

Propose checking if you can get in touch with the stones as you would with a friend. The children take their stones back and find comfortable seats for themselves. Ask them to try:

- to say hello to the stone and get an answer from it;
- cheer up the stone by telling it a joke or make it happy in some other way;
- touch the stone emotionally – tell it a short sad story or sing a sad song and see; let them check if the stone can shed a tear.

Then say:

- Did your stones react? Sometimes people say that someone has a heart of stone. This means that they don't have any feelings, they can't be moved by jokes or sad songs. Notice that we as people feel and experience different emotions, which makes the adventures that we experience, for example, more meaningful – we remember them, we talk about them with friends, we can tell others about what we have experienced. Thanks to the fact that we feel emotions, we can laugh hard, cry, hug and show love. Feeling emotions allows us to build relationships with other people and react to what is happening around us.

Ask the children to show how to express emotions:

- Show what it's like to be able to feel.

Within a time limit, the children can move freely around the classroom and express any kinds of feelings – make faces, pose.

## | WHAT CAN A STONE DO AND WHAT CAN'T IT DO? – A MOVEMENT GAME

Invite the children to check if the stones can do anything if they don't feel or say anything. Divide the classroom into two parts with a rope and point to the stone side and the human side. Ask the children to go to one side or stand astride the rope after each sentence you read, depending on for whom, they believe, the sentence is true. Examples of sentences:

- I can lie down.
- I can laugh.
- I can cry.
- I can roll.
- I can eat a sandwich.
- I can fall off a shelf.
- I can jump.
- I can draw something.
- I can sing.
- I can bask in the sun.
- I can dance.
- I can stop moving.
- I can swing.
- I can roll like a ball.
- I can make faces.
- \*I can hurt someone.

After reading the last sentence, discuss with the children what is the difference between a stone that can do harm unintentionally (as a result of someone's action or natural forces), and a person who acts (or should, at least) consciously. Point the children's attention to the fact that the stones themselves do not hurt anyone during a play, but if we use them against safety rules, we can hurt each other.

To sum up, underline which side of the rope the children were on more often. Encourage them to think about how many things they can do and how nice it is to be able to do them.

## | THE FOURTH RULE – INTRODUCING THE RULE "WE CAN A LOT OF THINGS, BUT WE ALSO REMEMBER ABOUT OUR OWN SAFETY AND THE SAFETY OF OTHERS"

Ask the children to sit in front of the scenery board and remove the Rules of the Kingdom of Feelings Card. Start the conversation:

- Today we have seen how much we can do and feel. Thanks to the fact that we are humans, we can do much more than, for example, a stone. But we also have to be careful not to hurt ourselves and others. When you held the stones in your hands, you were careful not to drop them on your foot. When you were running around the classroom playing tag, you also had to watch out for other people and yourselves so that you wouldn't hurt yourselves. In every action we take, it is very important to pay attention to safety in order not to harm both ourselves and others. I propose that we establish another rule in our Kingdom: We can do a lot of things, but we also remember about our own safety and the safety of others.

Discuss with the children how they understand this principle. Give examples of behaviour that is in agreement with it and that breaks it. Then write down the rule on the Rules of the Kingdom of Feelings Card and attach the Card to the scenery board.



## | WE HAVE THE POWER – MOVEMENT GAME

Tell the children:

- As residents of the Kingdom of Feelings, you are still turned to stone. Do you want to change that? Have you wondered how the spell can be lifted? Just thinking about it is the first step – the second is to take action and try out what might work. Let's not wait any longer! Use your power and start working again. Each of us has the power to do different things. Maybe the spell can be removed simply by acting? Let's see.

Encourage the children to present their skills one by one. Let each of them show what they can do, e.g. dance, sing, smile, hug someone. The children who have already presented their power can go to the chest and take out their character. Once all the children have their own characters, say, using the silhouette of the king:

*We're not frozen any more! What a relief! The night before we were all turned to stone, we spoke with the queen saying that we had still not begun preparations for the Kingdom's birthday, and yet it is coming closer. We were starting to become a little worried about it... We had so many ideas that we could not decide on the ones we should implement. We started postponing the decision. When we woke up as stones, we couldn't take any actions. Now I understand that fate probably wanted to show us that we don't have to worry because we're not alone. You, the inhabitants of our Kingdom, have so much power in you and you can act so efficiently that you can even break both your own spell and ours! – all by yourselves. Thank you! We can now clean up the Kingdom together. Will you help us lay the stones at the foot of one of the mountains?*

You place the stones together.

If a child prefers to remain as a stone, you can let them do so, but point out to the consequences – stones cannot put a fingerprint on flag or get another badge on their Resident Card. If they still decide to continue to be a stone, they can go through the spell-lifting procedure during the next lesson.

## | MOUNTAIN OF POWER – LISTENING TO THE ROYAL EDICT

When summing up the classes, take the role of the royal couple and say:

*We're impressed by your power. Thanks to it the spell has been lifted. We thank you very much and we kindly ask you to put your fingerprints on this flag and then plant it on the top of the mountain under which you have laid the stones. From now on, it will be called the Mountain of Power.*



The children, one by one, dip their thumbs in the ink and put their fingerprints on the flag. After planting the flag, ask the children to take their Resident Cards from the chest and sit in a circle in front of the scenery board. When animating the character of the royal dog, give them the badges "I know what the sense of power is".

## | THE RESIDENTS RETURN HOME – THE END OF CLASSES

At the end of the class, inform the children that the preparations for the birthday of the Kingdom will start soon

and that it is very important that everyone remembers how much they can do when they are human and have the power to act, to feel and to talk about it.

*Meanwhile, the adventures are over for today and the inhabitants of the Kingdom should return to their homes.*

Attach the silhouettes of the residents, the royal couple and the puppy to the scenery board and put the Resident of the Kingdom of Feelings Cards in the chest.

## *After the class – information for parents and guardians*

After finishing the episode, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).







## | DEAR PARENTS, DEAR GUARDIANS!

Today, as part of the "In the Kingdom of Feelings" series, we talked in class about the sense of power stemming from the ability to take actions, express one's feelings and thoughts, to feel and experience feelings and emotions.

The inhabitants of the Kingdom of Feelings were turned to stone. So we talked to children about stones that have no emotions, do not say anything about themselves, and do not know anything about themselves. The children lifted the spell from the frozen, cold stones, introducing them to the world of emotions and needs. Self-awareness gives a sense of power, it makes you more familiar with your emotions. We know what our needs are and what is happening to us. We minimise socially unacceptable, impulsive behaviour, what appears is empathy and mindfulness.

How can we help children to get to know themselves? The key is communication – it opens the way for you to hear what your child is experiencing and what they are currently facing. Feelings are the starting point for communicating with the child. The most important thing is to listen and talk, accepting all the child's feelings without exception, differentiating them from their behaviour. A child needs an adult to be like a mirror. They look into it and learn about who they are. If we can listen empathically without judging or criticising, children will feel their power grow more and more, they will be able to name what they are feeling and will know how to participate empathically in social life with their colleagues and, above all, be aware of what is happening to them, have no need to act out their emotions by behaving in an unacceptable way. When they tell you what they are going through, the difficult emotions will weaken and the children will feel relieved that they have received support and understanding.

Dear parent, it is important that when you talk to your child, you focus more on listening than on talking, explaining and finding solutions. Sometimes it is enough for a child if you just sit next to them, look at them carefully, put your cell phone away for a minute, turn off the TV and don't start doing any other things. Just be there and listen. With gestures and body language, let the child know that you are listening. Confirm that you can hear them. Just a "Yeah" or "Yes, I understand" here and there makes a child want to talk to you.

Paraphrasing is an important tool. Simply repeat in your own words what you heard from your child. It gives them the feeling that they have been heard. The parent is listening to me and can understand me. This encourages further contact. "The nap was boring and stupid" – the child says. You can answer then: "You probably didn't feel sleepy at all and you felt like doing something else". Short sentences said by the adult encourage the child to continue the story. It is very important that, when listening to the child, we try to notice the emotions that they are experiencing. "You must have been sad, you must have been angry" – the sooner your child enriches their dictionary with the names of emotions, the sooner they will know what is happening to them in difficult situations. If your child does not want to talk to you, you can describe what you see: "I see you're worried about something," or say: "If you feel like it, I'd love to talk to you". Don't ask too many questions because the child may feel overwhelmed by them. When they need you and feel your calm presence, there is a good chance that they will come to you and tell you about what is important to them. When they are under pressure or feel like they're being cross-examined, they can withdraw or respond shortly with the infamous "Fine", "Okay" or "I don't remember".

Communication is all about listening. Instead of just perfunctory answers, the children will tell you about their world, and you can add the names of emotions to their stories and short, simple sentences confirming that you are present, that you are listening and that you are interested.