

Bea's Jungle Rumble:

BEA'S BEST BITS



Lesson Plans

Lesson 1: Balloon Breath

Lesson 2: Angry Ali

Lesson 3: Reminder to be Kinder

Lesson 4: Mirror Mirror

Lesson 5: Happy Heart

Bea's Jungle Rumble:

BEA'S BEST BITS



These five lesson plans are based on three main scenarios in *Bea's Jungle Rumble*. However, the book can also be linked to:

- **Literacy Lessons:** Reading, story, rhyme, making predications, making connections, oral language, write about your favourite character etc.
- **Drama:** Emotions, hot seat, teacher in role.
- **Art:** Jungle animals and craft lessons below.
- **Geography:** Jungle animals.
- **SPHE:** Friendship, kindness, gratitude, positive affirmations, empathy, feelings and emotions.
- **Gaeilge:** Ainmhithe.
- **Aistear:** Jungle Theme and Friendship.

Lesson 1: Balloon Breath

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
-

Strand Unit:

- Self-Identity (Self-awareness, Developing Self-Confidence and Making Decisions)
 - Growing and Changing (Feelings and Emotions)
-

Materials:

- Heart shaped cardboard cut-out, two pieces of felt, stuffing/cotton wool, sharpie marker, glue gun or stapler, scissors, decorations- feathers, stickers, pom poms, pipe cleaners etc.
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Resources:

Bea's Jungle Rumble, 'Mindful Me with Bea' pack and Worksheet A.

Objectives:

- To develop children's emotional literacy.
 - To help promote children's self-awareness and understanding by helping them to manage their own feeling.
 - To help foster children's well-being.
 - To identify some of the factors that promote growth.
 - To name a variety of feelings and talk about situations where these may be experienced.
 - To demonstrate to children how to do belly breathing effectively.
 - To explore the variety of ways in which feelings are expressed and coped with.
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Lesson:

- Begin with the 'Balloon Breath' card: Demonstrate technique to class.
 1. Ask children, to stand up tall.
 2. Ask children to press their feet to the ground.
 3. Teacher says 'Balloon Breath' rhyme while class do technique.
 4. Repeat technique 2 - 3 times.
- Read Pages 3-13

Questions:

1. Why was Slinky in a twist?
2. How did Tiki know Slinky was angry? (Sulking, squirmed, shouted, screamed, cried)
3. Why did she get mad?
4. Why was she not allowed to go to the show?
5. What did the anger feel like inside her?
6. When you get angry where do you feel it in your body?
7. What special power did Bea show Slinky she never knew she had?
8. Have you ever tried deep breathing to calm? Does it help?
9. Do you think Slinky meant to feel angry towards her Mum and Dad?
10. If you were Slinky what would you say to Mum and Dad?

Lesson 1: Balloon Breath



Belly Breathing Buddies and Balloon Breath: Whole Class Activity

1. Place heart shaped cardboard cut-out on the felt.
2. Cut out two felt heart shapes using two different colours.
3. Glue or staple the two felt hearts together but leaving an opening for stuffing.
4. When stuffing is done, the children can decorate the pillow using feathers, stickers, pompoms or write a nice message or their name on the front with a marker.
5. If space allows in classroom or hall allow children to lay down and place their belly-breathing buddy on their tummies.
6. Ask children to take a deep breath in and fill their tummy like a balloon and feel their belly breathing buddy rise.
7. When they slowly let the breath out feel their buddy go back down.
8. This lesson makes belly-breathing visual for children in order to deepen their understanding.

Worksheet A:

Younger Children: Design and decorate a balloon using bright colours. Listen to some calming music while doing colouring.

Older Children: Using coloured markers write synonyms for the word calm. (Relax, unwind, de-stress, still, tranquil, peaceful, peace, lull, serene, quiet, deep breathing, calmer) and antonyms for the word anger (delighted, happy, excited, good humour, pleased, thrilled, merry, blissful, elated, content, joyful, wonderful)

Conclusion:

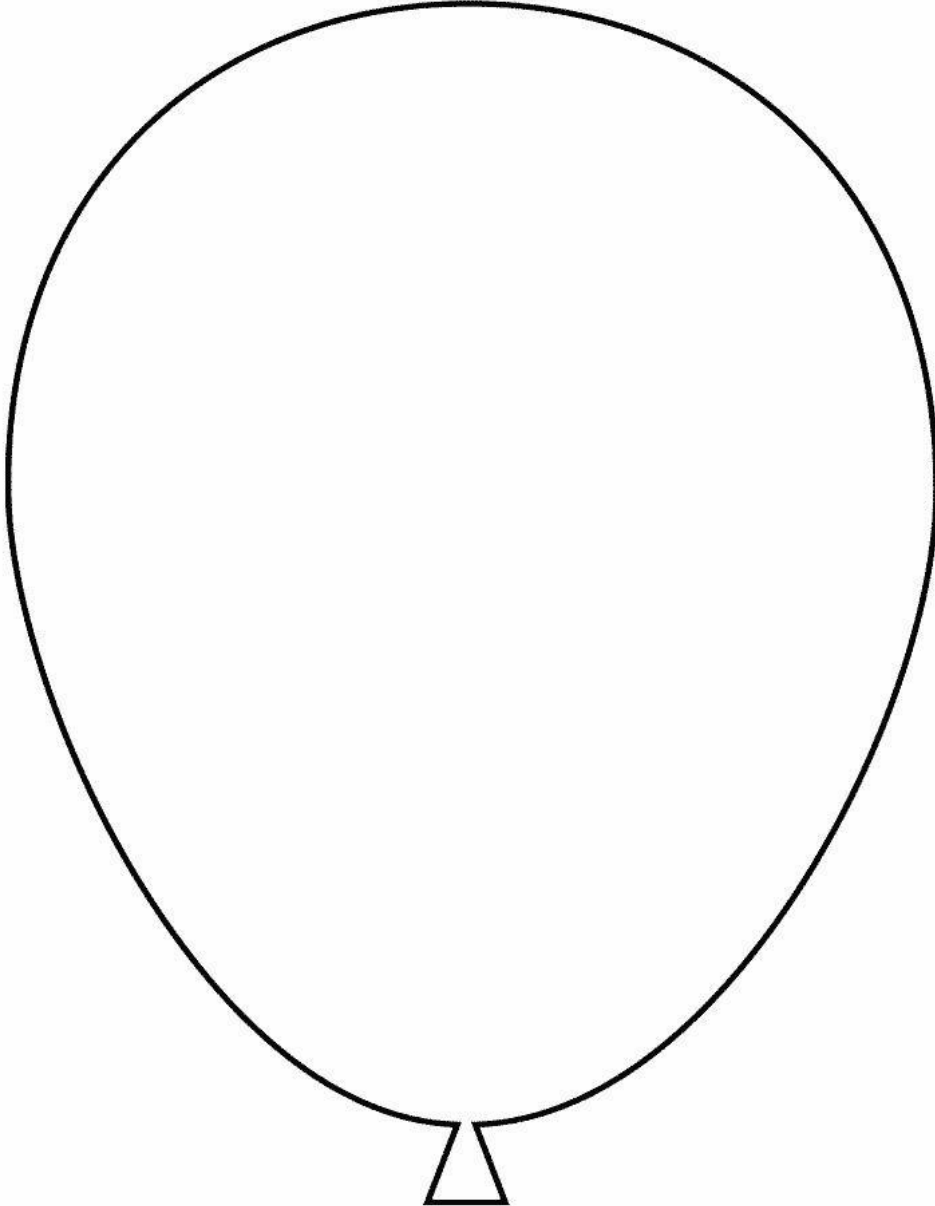
• Finish with the 'Thankful Thoughts' card.

1. Ask children to sit up straight.
2. Ask children to press their feet to the ground and take a deep breath.
3. Teacher asks class to close their eyes if they wish and teacher says 'Thankful Thoughts' rhyme.
4. Teacher asks class to think of the special people in their lives who they are thankful for. Talk and Discussion.

Worksheet A:

Lesson 1: Balloon Breath

Breathe in and fill your tummy,
Like a big balloon,
S-L-O-W-L-Y let it out your mouth,
You'll feel calmer soon.



Lesson 2: Angry Ali

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
 - Myself and Others
-

Strand Unit:

- Self-Identity (Self-Awareness, Developing Self-Confidence and Making Decisions)
 - Growing and Changing (Feelings and Emotions)
 - My friends and other people
 - Relating to Others
-

Materials:

- A clear plastic bottle, a tray for the spilled "lava", washing up liquid, water, baking soda, vinegar, food colouring, plastic animals and figurines, a spoon for mixing.
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Resources:

Bea's Jungle Rumble, 'Mindful Me with Bea' pack and Worksheet B.

Objectives:

- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.

- To listen and respond to the opinions and views of others.
- To begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another.

Lesson:

- Begin with the 'Thankful Thoughts' card.
 1. Ask children to sit up straight.
 2. Ask children to press their feet to the ground and take a deep breath.
 3. Teacher asks class to close their eyes if they wish and teacher says 'Thankful Thoughts' rhyme.
 4. Teacher asks class to think of the special people in their lives who they are thankful for. Talk and Discussion.
- Read 'Magoo the Monkey' section: pages 14 - 19

Questions:

1. What happened to Magoo?
2. How was he feeling?
3. Where did he feel it in his body?
4. How do you think Tiki felt when he saw his friend throwing his books and yelling?
5. Can you think of a time when you felt angry?
6. What did you do?
7. How did Magoo calm down?
8. Do you now know a trick that will help you the next time you feel angry?
9. Should we wait until we feel angry to talk deep breaths or can we practice this at any time throughout the day? (It is a great idea to practice deep breaths and to allow ourselves a couple of quiet minutes throughout the day so that when big feelings come, we are calmer and can manage them better.)
10. Bea showed kindness to Magoo, which also helped him to feel safe and calm down, will you be a good friend like Tiki and Bea the next time your friend is feeling cross or angry?

Lesson 2: Angry Ali



Angry Ali Volcano: Whole Class Activity.

This activity is fun, visual and an engaging way of exploring big emotions. It can be messy, so it would be a good idea to use newspaper or a tablecloth.

Explain to the class that the purpose of this activity is to show that when we have a lot going on beneath the surface - busy minds, anxiety, worries, anger etc. - it can be very hard to stop our big emotions and big feelings from erupting. The 'Angry Ali Volcano' is like a container for our emotions. The 'hot lava' represents our feelings and our emotions, when it 'erupts and spills over' it represents anger, Slinky being boiling mad, Magoo yelling, Lenny pushing and our own behaviours when we feel angry.

- First, gather the materials for the experiment and display them for the class.

- Next, stand your bottle (or Angry Ali volcano) in the centre of the tray. You can draw Angry Ali's face on the bottle.
 - Then, to make the lava extra bubbly, add a little bit of washing up liquid into the bottle.
 - Add a few inches of water.
 - The children will love the next part: add in a few drops of red food colouring to the 'lava' and watch as the colour mixes with the water and washing up liquid.
 - Next, add in a few spoons of baking soda.
 - The next step is to add the vinegar - this is the 'Angry Ali' reaction. Start with a small amount and keep adding until it reacts.
 - The vinegar will react with the baking soda, and the "hot lava" will rise up in the bottle - enjoy watching the kid's reactions.
 - This lesson will offer plenty of opportunity for talk and discussion i.e. - Which feelings tend to spill over or cause us to erupt? What happened Slinky, Magoo and Lenny when they erupted? What happens when we erupt this way, where do we feel it? Is it our fault when we erupt? What can we do to help us stay calm and to stop our feelings from spilling out?
 - Experiment with the materials and see what the 'Angry Ali Volcano' will do. What happens if you add more vinegar, water, baking soda? What happens if you stir it?
 - You can place animals or figurines in the tray beside the 'Angry Ali Volcano.' This is a great opportunity to speak about how when we erupt it affects others. If we say or do hurtful things that can affect others.
 - The 'Real Life Eruptions' worksheet will encourage children to think about how we can manage big emotions and let out some big feelings before we erupt. Talk first about safe ways we can manage emotions: talking, listening to music, running, jumping, doing art, reading, taking deep breaths etc.
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Worksheet B:

Younger kids can draw three things they like to do to stay calm and to relax.

Older kids can write and draw ways of calming down above their volcano.

Conclusion:

- Finish with the 'Mirror Mirror' card.
 1. Ask children, to sit up straight.
 2. Ask children to press their feet to the ground and to take a slow deep breath.
 3. Ask children to place one hand on heart and the other hand on tummy and to think of all the things that are special about them.
 4. Teacher says 'Mirror Mirror' rhyme. Teacher makes up their own affirmation and then invites the class to think of their own.
 5. Talk and Discussion.

Worksheet B: Level 1
Lesson 2: Angry Ali

At times I can get mad,
And feel like I could explode,
But I have lots of tricks,
To help anger hit the road!



Lesson 3: Reminder to be Kinder

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
 - Myself and Others
 - Myself and the Wider Community
-

Strand Unit:

- Self-Identity (Self-Awareness, Developing Self-Confidence and Making Decisions)
 - Growing and Changing (Feelings and Emotions)
 - My friends and other people
 - Relating to Others
 - Developing Citizenship
 - Myself and My Family
-

Materials:

- Whiteboard/marker, sandpaper cut into small squares, cotton wool balls, cut out of a big paper heart.
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Resources:

Bea's Jungle Rumble, 'Mindful Me with Bea' pack and Worksheet C.

Objectives:

- To understand how different words feel when spoken.
- To understand the effect of hurtful words.
- To demonstrate how to show kindness and use kind words.
- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.

- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To identify and appreciate friends at school and how they can help and care for each other.
- To identify, discuss and appreciate his/her own friends.
- To recognise and appreciate differences in people and know how to treat others with dignity and respect.
- To listen and respond to the opinions and views of others.
- To begin to understand, appreciate and respect personal abilities, skills and talents.

Lesson:

- Begin with the 'Mirror Mirror' card.
 1. Ask children, to sit up straight.
 2. Ask children to press their feet to the ground and to take a slow deep breath.
 3. Ask children to place one hand on heart and the other hand on tummy and to think of all the things that are special about them.
 4. Teacher says 'Mirror Mirror' rhyme. Teacher makes up their own affirmation and then invites the class to think of their own.
 5. Talk and Discussion.

- Read Pages 20 -25.

Questions:

1. What happened to Lenny?
2. How was he feeling?
3. What made him angry?
4. What was his behaviour like to show he was angry? (Elicit words: pushing, shoving, being mean, storming, flushed, frown, loud roar.)
5. Lenny did not like to lose. It made him feel angry. Do you remember a time you felt this way?
6. What words would you use to describe Bea? (Elicit words: kind, caring, patient, considerate, friendly, helpful, loyal etc.)
7. How did Bea help Lenny?
8. What did Lenny do to calm down?
9. Do you think it is ok to lose sometimes?
10. Do you now know a trick you can use if you ever feel angry? Should you practice it every day?

Lesson 3: Reminder to be Kinder



Whole Class Activity: Think Before You Speak.

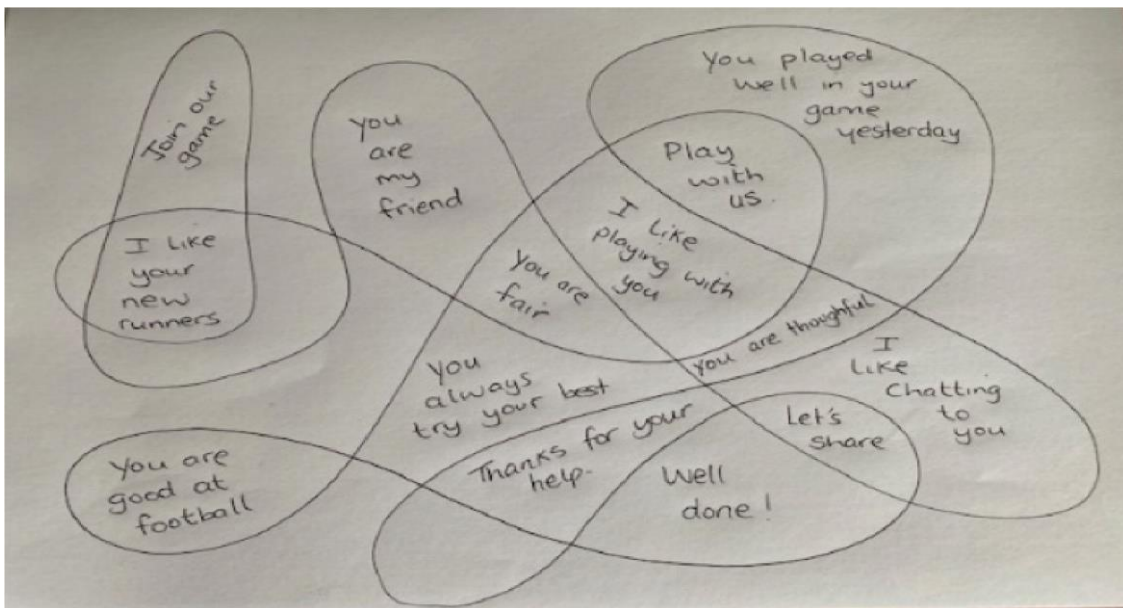
1. Divide white board in two sections Sandpaper words and Cotton Wool Words
2. Children pass a piece of sand paper around and rub it against their arm. Discuss how it feels? (Elicit words rough, sore, hurt, pain etc.)
3. Children pass cotton wool balls around and rub against their arm. Discuss how this feels? (Elicit words soft, nice, tickly, good, relaxing.)
4. Teacher holds up a big heart cut-out
5. As a whole class, discuss words or phrases people might say that are unkind and as each child says a phrase the teacher puts a fold in the heart- (Go away, give that to me, you are not playing, you are not good at sport, I don't like you, you're silly, find some other friends etc.)
6. Make a list of all these phrases on the board
7. Now discuss nice things people can say when they are being kind and as children say these nice phrases teacher unfolds the heart - (Please, thank you, would you like to play, I'd like to be your friend, you look nice today, I like your hair, let's play a game together, lets chat, will we share those toys, I'm sorry.)
8. Make list of these phrases on the board
9. Explain to children that when we say hurtful things to people it feels like sandpaper in their heart but when we say nice things it feels like cotton wool in their heart.
10. Ask children to observe the heart. It is full of wrinkles from all the mean things that were said. When you say mean things to people, it leaves a mark on their heart which is hard to fix. Therefore, we should always try to be kind and use our cotton wool words.

Lesson 3: Reminder to be Kinder

Worksheet C:

Younger children: Write 6 Cotton wool words in the hearts and colour using bright colours.

Older children: Make a list of nice phrases you can say to people to make them feel good about themselves. i.e. You are a good friend, you are talented, your strengths are..., you look nice today, I like your hair/new runners, you are good at reading/writing/sharing/helping/playing etc., you are friendly, you try your best, I like chatting to you, you are good fun, you make me laugh, you are fair etc. Get a blank sheet of paper and take a line for a walk. Fill in the spaces with all the phrases you have thought of. Colour the sections in bright colours. Make a class display of your cotton wool phrases that the class can always remember to use!

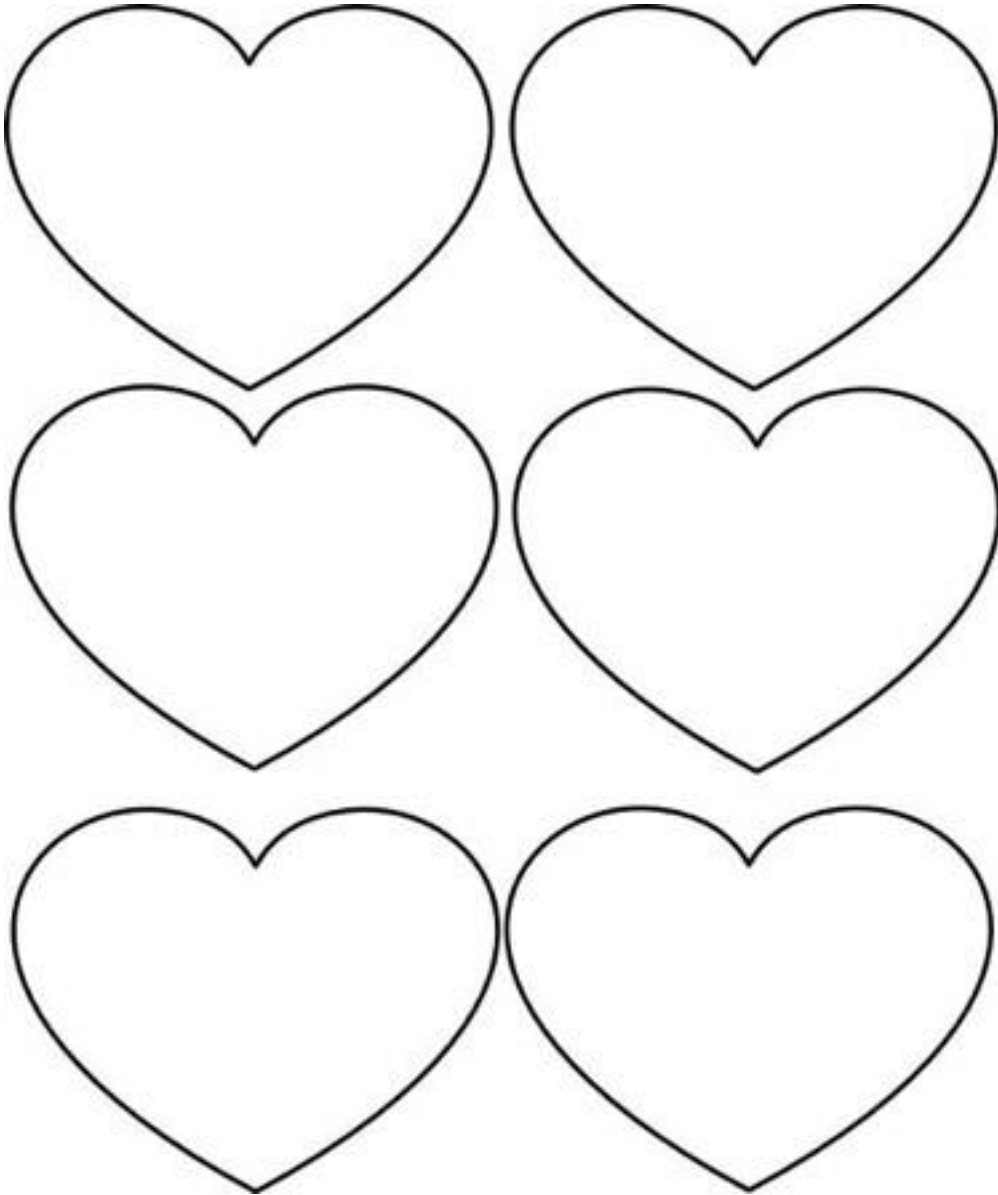


Conclusion:

- Finish with the 'Reminder to be Kinder' card.
 1. Ask children to sit up straight and take a deep breath.
 2. Teacher says 'Reminder to be Kinder' rhyme to class.
 3. Talk and Discussion.

Lesson 3: Reminder to be Kinder

Cotton Wool Words,
Make the heart feel good,
I'll use them every day,
Just like I always should!



Lesson 4: Mirror Mirror

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
 - Myself and Others
-

Strand Unit:

- Self-Identity (Self-Awareness, Developing Self-Confidence and Making Decisions)
 - Growing and Changing (Feelings and Emotions)
 - My friends and other people
 - Relating to Others
-

Materials:

- Paper, pencils, scissors for older classes, cardboard (cereal boxes), junk art i.e. Pipe cleaners, newspaper, or ribbon, pom poms, buttons, feathers, pipe cleaners, stickers, buttons, fabric etc, pritt stick, string or wool.
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Resources:

Bea's Jungle Rumble, 'Mindful Me with Bea' pack and Worksheet D, Mighty Me Mask Template.

Objectives:

- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.
- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.

- To begin to understand, appreciate and respect personal abilities, skills and talents.
- To recognise and appreciate differences in people and know how to treat others with dignity and respect.
- To listen and respond to the opinions and views of others.

Lesson:

- Begin with the 'Reminder to be Kinder' card.
 1. Ask children to sit up straight and take a deep breath.
 2. Teacher says 'Reminder to be Kinder' rhyme to class.
 3. Talk and Discussion.
- Recap how Bea showed kindness towards herself. Read pages 7 and page 26 again. Discuss how she starts her day with a mirror affirmation and ends the day thinking about the good she did.

Questions:

1. What does it mean to be kind?
2. Bea starts her day by being kind to herself and by focusing on what she is good at. What are your strengths?
3. What are the things you love best about yourself?
4. Where did your strengths come from? Who thought you to act this way?
5. Can you remember a time when you showed kindness to a friend?
6. Can you remember a time when someone showed you kindness?
7. What makes you a good friend and a good person?
8. What activities do you do that make you feel good?
9. Think of the important people in your life, the people that you love. What do you love about them, what makes them special?
10. We know that it is important to be nice and to be kind to others but is it also important to be good to ourselves too and why?

Lesson 4: Mirror Mirror

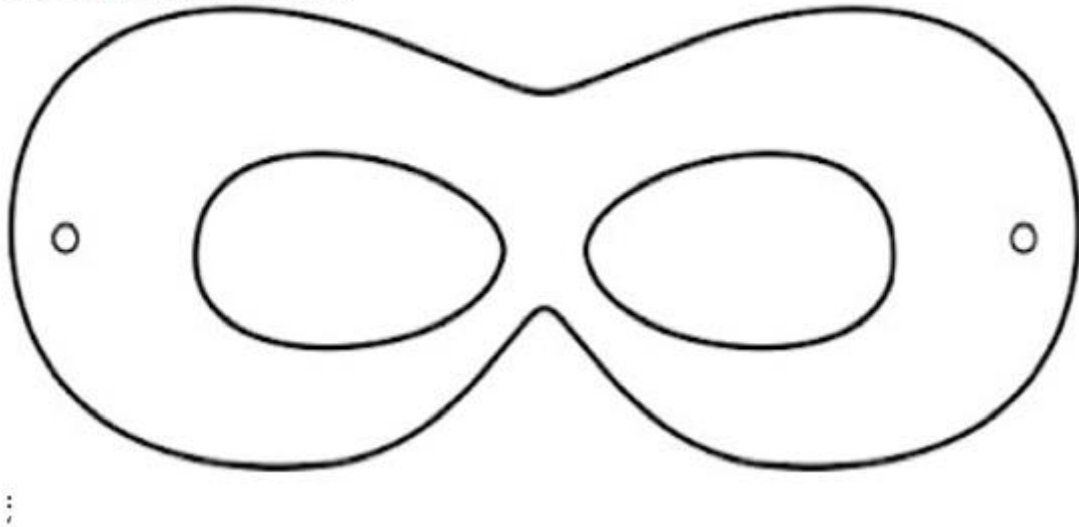


Mirror Mirror: Whole Class Activity.

Explain to the class that they will be creating some 'Mighty Me' masks today.

Bea speaks a lot about our 'superpower' - which is our breath. Everybody has their 'superpower' to help them when they need it to. And everyone is special, unique and one of a kind. We all have positive traits and super strengths and so we are all like superheroes. Talk about how we all have good qualities and strengths and 'superpowers' and brainstorm some ideas on the whiteboard: kind, caring, helpful, creative, brave, strong, respectful. Ask them to give one time to thinking about what their positives are and discuss the children's strengths. Explain that the class will be creating 'Mighty Me'. Use the template attached. Have them cut out and ready for younger classes and printed on to. Allow the class to be creative, let them decorate their masks with all the junk art materials provided. They can give their 'Mighty Me' mask a name i.e. Helpful Harry, Kind Kate, Brave and Brilliant! Punch holes in the mask and add the string or wool and tie. When their masks are ready, encourage them to take turns showing their masks and talking about their 'superpowers'.

Mirror ~~Mirror~~ Mask Template:

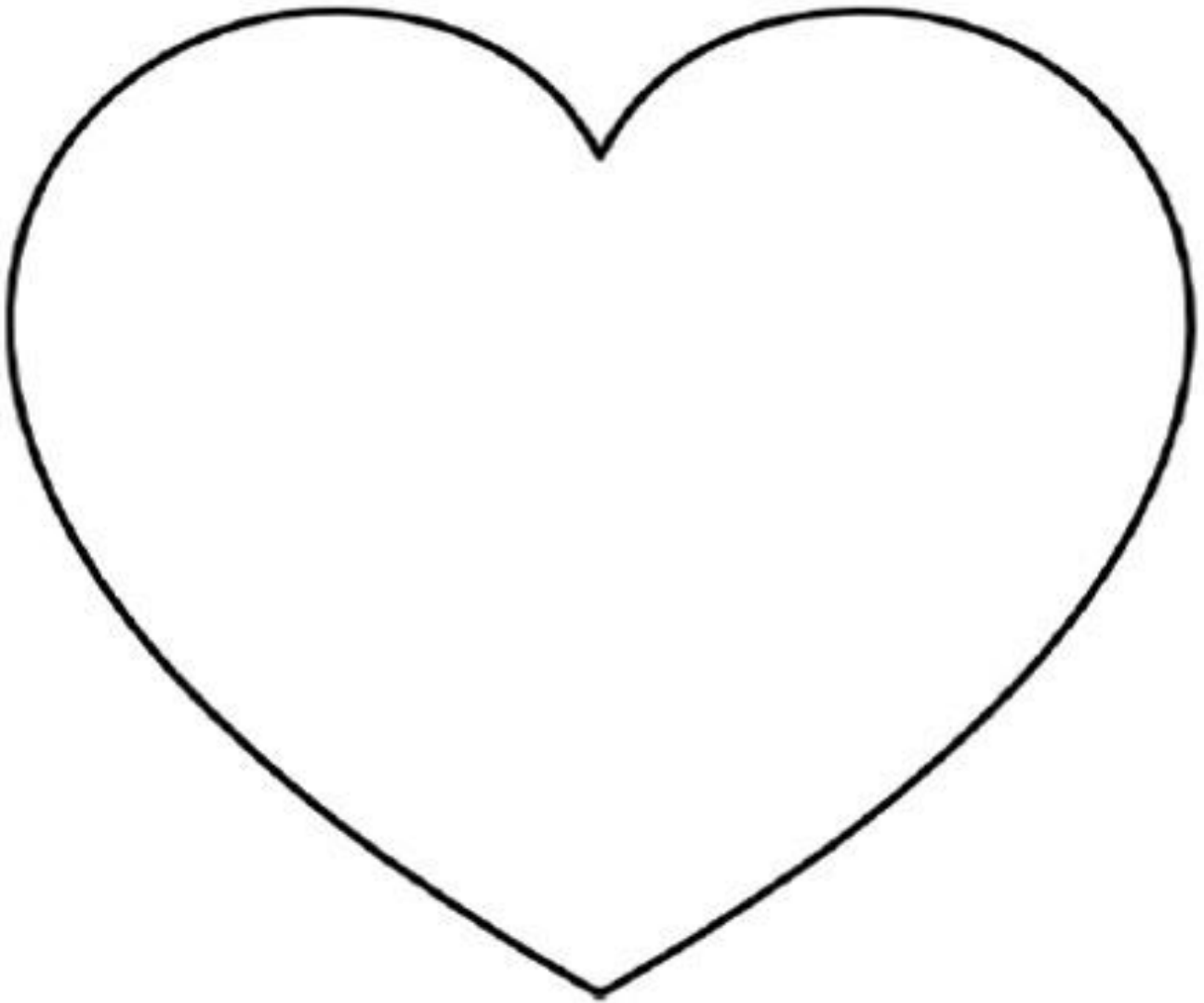


Worksheet: What I Love about Me Children can write and draw what they like about themselves.

Conclusion:

- Finish with the 'Balloon Breath' card: Demonstrate technique to class.
 1. Ask children, to sit up straight.
 2. Ask children to press their feet to the ground.
 3. Teacher says 'Balloon Breath' rhyme while class do technique.
 4. Repeat technique 2 - 3 times.

There's no one else like you,
You are one of a kind,
Think of all your positives,
See what you can find!



Lesson 5: Happy Heart

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
 - Myself and Others
 - Myself and the Wider Community
-

Strand Unit:

- Self-Identity (Self-Awareness, Developing Self-Confidence and Making Decisions)
 - Growing and Changing (Feelings and Emotions)
 - My friends and other people
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 - Developing Citizenship
 - Myself and My Family
-

Materials:

- Scissors, coloured paper (leaves), string or ribbon to hang the leaves on the tree branches, artificial tree or twigs or tree branches, vase or jar, grateful hearts.
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Resources:

Bea's Jungle Rumble, 'Mindful Me with Bea' pack and Worksheet E.

Objectives:

- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.
- To develop children's emotional literacy.

- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To identify and appreciate friends at school and how they can help and care for each other.
- To identify, discuss and appreciate his/her own friends.
- To recognise and appreciate differences in people and know how to treat others with dignity and respect.
- To listen and respond to the opinions and views of others.
- To realise how families take care of, support and love each other.
- To discuss and appreciate all those considered special, both within and outside the family circle.

Lesson:

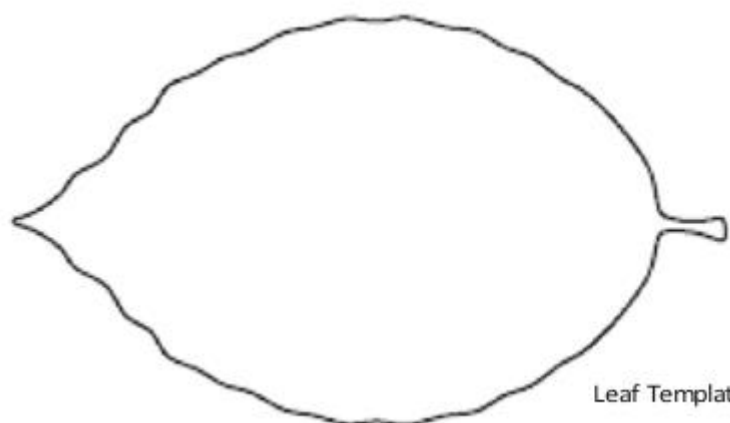
- Begin with the 'Balloon Breath' card: Demonstrate technique to class.
 1. Ask children, to stand up tall.
 2. Ask children to press their feet to the ground.
 3. Teacher says 'Balloon Breath' rhyme while class do technique.
 4. Repeat technique 2 - 3 times.

Today's lesson is all about gratitude. Read Pg. 26 and Pg.32

Questions:

1. Why does Bea go to bed feeling happy and grateful?
2. Is it a good idea to think of happy thoughts before going to bed?
3. Do each of the characters in the book have someone special in their lives whom they could be thankful for?
4. Who are your special people?
5. What are the things you like to do best - the things that make you smile?
6. What is the best thing that happened to you today?
7. Describe a time when someone was good to you.
8. Where is your favourite place to go?
9. Describe one of your favourite memories.
10. Describe something that makes you laugh.

Lesson 5: Happy Heart



Leaf Template

Class Gratitude Tree: Whole Class Activity.

This project is fun and it encourages the class to appreciate the small things in life, to be grateful for everything they have and for the special people in their lives.

1. Use the leaf template provided and cut out a few for each student.
 2. Punch a hole at the top of each leaf and loop a piece of string through each.
 3. After referring to the above questions, make a list of some things the class are grateful for. I.e. Family, friends, something they are good at, something they like to do with a friend, nature etc.
 4. Have your students/child draw or write about things they are grateful for on the leaves. You could also ask them to bring in old photos and make a visual tree instead of writing things down.
 5. You can make a few leaves of your own to add to the tree and further explain the concept.
 6. Hang the leaves from the branches.
 7. Refer to the tree throughout the day/week/month.
 8. Encourage conversation about how much there is to be thankful for i.e. our homes, our toys in school, music, flowers etc.
 9. For those who are comfortable, ask them to take turns showing their leaves to the class and explaining about what they have drawn or written about and why.
 10. Remind the class that on days when we are feeling sad, worried, angry etc., there is always something to be grateful for! The more we practice gratitude the happier we are! What we focus on grows!
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Worksheet F:

Younger children:

Think of someone who loves you and draw a picture of the things you do together.

Older children:

Complete the 'Gratitude Journal.'

Conclusion:

Finish with the 'Thankful Thoughts' card.

1. Ask children to sit up straight.
2. Ask children to press their feet to the ground and take a deep breath.
3. Teacher asks class to close their eyes if they wish and teacher says 'Thankful Thoughts' rhyme.
4. Teacher asks class to think of the special people in their lives who they are thankful for. Talk and Discussion.

I am feeling thankful,

For the people who love me,

Who give their time to show they care,

And make me feel happy!



List the things you do together:
