

# Bea's Ocean Commotion:

## BEA'S BEST BITS



## Lesson Plans

Lesson 1: Flurry Feelings

Lesson 2: Worry Wally

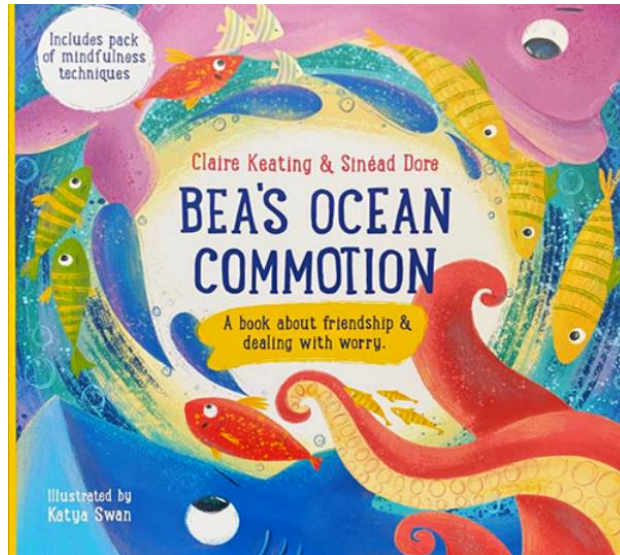
Lesson 3: Mighty Me

Lesson 4: Forever Friends

Lesson 5: Thankful Thoughts

# Bea's Ocean Commotion:

## BEA'S BEST BITS



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

-**Literacy** (Reading, Story, Rhyme, Comprehension, Creative Writing: Write about your favourite character/ First day of school/ A time you got lost.)

-**Drama** (Emotions/ Hot seating, teacher in role.)

-**Art** (Sea Animals. Make a class wall mural of the sea using sponge paint...add your favourite character from *Bea's Ocean Commotion* and give them their own name.)

-**Geography** (Sea Animals)

-**Science** (Bees- importance of bees)

-**SPHE** (Friendship, kindness, gratitude, positive affirmations, empathy, feelings and emotions)

-**Gaeilge** (Cois Farraige)

-**Aistear** (The Beach / At the Seaside)

# Lesson 1: Flurry Feelings

(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
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## Strand Unit:

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

- A jar or container, water and a variety of different colour glitter.
  - Worksheet A materials: crayons, markers, glitter, crepe paper, card.
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## Resources:

*Bea's Ocean Commotion*, 'Mindful Me with Bea' pack and Worksheet A.

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## 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.
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### Lesson:

- Begin with the 'Rainbow Stretch' 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 'Rainbow Stretch' rhyme while class do technique.
  4. Repeat technique 2 - 3 times.
- Read pages 3 - 13.

### Questions:

1. What happened to Delphi?
2. How was she feeling?
3. Where did she feel it in her body?
4. How do you think her Mummy and Daddy were feeling?
5. Did you ever get lost?
6. How did you feel and what did you do?
7. How did Delphi calm her mind?
8. How did she feel after she took a few deep breaths?
9. Do you know what to do the next time you feel anxious or worried?
10. How would you describe Bea? Is she a good friend? (Kind, helpful, friendly, loyal...)

# Lesson 1: Flurry Feelings

## Flurry Feelings: Whole Class Activity

Tell the students you will be making a 'Flurry Feelings Jar.'

With the class sitting so that everyone can see you, hold up the large jar or container filled with water. Explain that inside this jar we can see all of Delphi's feelings and emotions. Explain that you will read Delphi's section again and, as a group, each time we notice Delphi's feelings and emotions, we will add some glitter to the jar.

Go through the story. Stop to ask questions i.e. 'How is Delphi feeling now?' 'How do we know she is unhappy?' 'Is her mind racing?' Add glitter to the jar to represent worry, nervousness, loneliness etc.

Put the lid on the jar and shake the jar. Explain that the glitter is like her mind and her thoughts racing. It is like a tornado in her mind. Explain that we all get days where we feel like this too and that is ok! 'Feelings are like visitors, they will come and go.'

Teacher gives example of when they themselves felt like this. Ask 'Did anyone ever feel this way?' 'What did you do to feel better?'

'What could Delphi do now to calm her thoughts and help her mind to relax?'

Continue reading the story. Talk about how when Delphi stops and takes a breath, her thoughts become clear.

Shake the jar and ask them all to take a few slow, deep breaths, inhaling through the nose and exhaling slowly through the mouth. Look at the glitter slowing down and eventually stopping, this happens our thoughts too when we pause and take a few breaths.

**Worksheet A:**

**(Level 1):** Design your own 'Flurry Feelings Jar.' Using a variety of art and craft materials, let children design their own 'Flurry Feelings Jar.'

**(Level 2):** Delphi used her breath to calm her mind. What do you like to do to calm your mind? Discuss with children the different ways they like to relax and calm the mind e.g., listening to music, reading, going for a walk, talking to your friends etc. Ask children to draw three things they do to relax the mind in their 'Flurry Feelings Jar.'

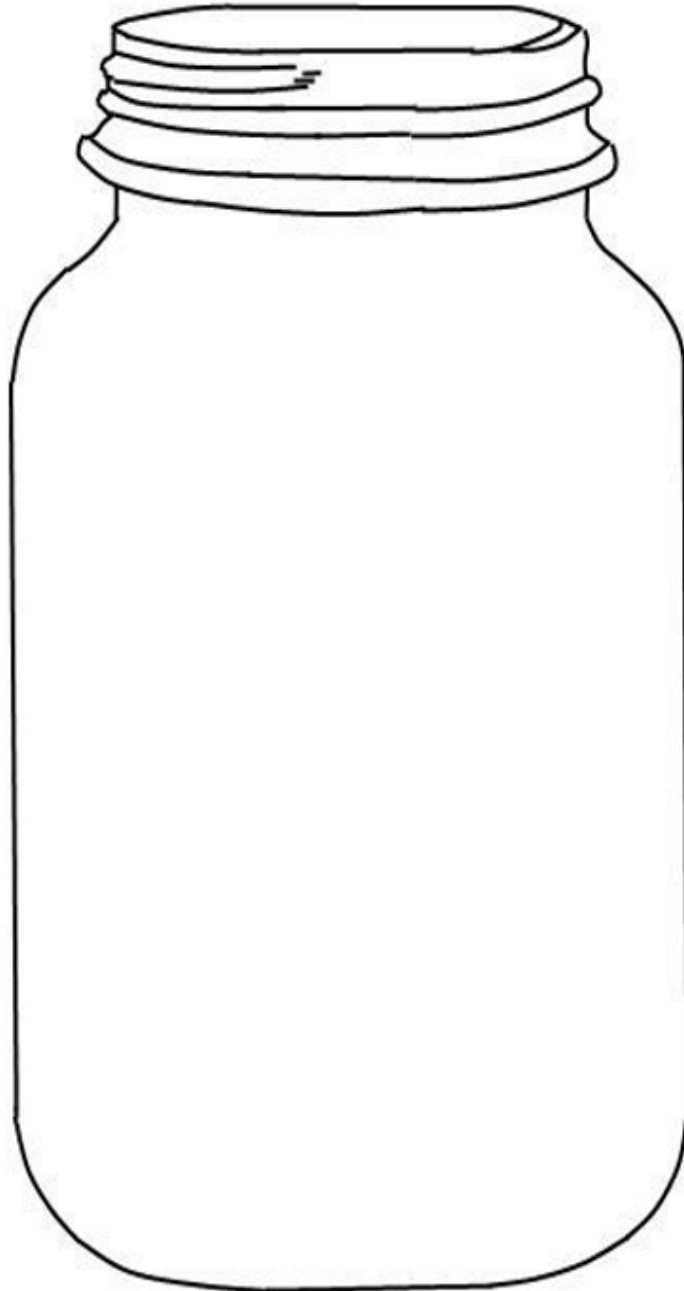
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**Conclusion:**

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

Worksheet A:  
**Lesson 1: Flurry Feelings**

Feelings are like visitors.  
They will come and go,  
Your Superpower is your breath,  
In and out, let it flow!



# Lesson 2: Worry Wally

(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 shoebox, coloured paper, googly eyes, junk art, glue.
  - Worksheet B & C depending on class level.
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## Resources:

*Bea's Ocean Commotion*, 'Mindful Me with Bea' pack and Worksheet B and Worksheet C.

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## 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 begin to understand, appreciate and respect personal abilities, skills and talents.
- 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 explore and discuss occasions that can promote positive feelings in himself/herself.
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### Lesson:

- Begin with the 'Flower Power' card: Demonstrate to class.
  1. Ask children, to stand up tall.
  2. Ask children to press their feet to the ground.
  3. Teacher says 'Flower Power' rhyme while class do technique.
  4. Repeat technique 2 - 3 times.
  
- Read pages 14-19.

### Questions:

1. Why was Snappy scared?
2. What emotion came to visit him?
3. Where did he feel it in his body?
4. Were you nervous the first day you started something new?
5. Snappy wondered would he make friends. What kind of things were you nervous about when you started something new?
6. Snappy text Bea, is it a good idea to ask for help when you are feeling anxious or worried?
7. Who would you ask for help when Worry Wally comes to visit you?
8. Did snappy relax when he took a few deep breaths?
9. Can you think of other ways to help calm your Flurry Feelings?
10. Bea encouraged Snappy to think of the positives in his life i.e. 'I am kind, I am friendly.' Say something positive about yourself!

## Lesson 2: Worry Wally

### Worry Wally: Whole Class Activity.

Talk to the students about the character Worry Wally. Explain that when Worry Wally comes to visit, it's OK! All feelings are OK! He is not to be feared, we now know that taking a few deep breaths helps us to calm down and relax and think more clearly when he comes to visit.

Explain that the class are going to make their own version of Worry Wally for the classroom. With the class sitting so that everyone can see, display the materials. Brainstorm some ideas on what the class Worry Wally could look like.

Take the shoebox. Cut out a hole for the mouth; decorate the box with paper, wool and googly eyes to create your own Worry Wally. Ask students, 'What do you do when you have worries?' 'Who do you talk to?' Remind them that like Snappy, we all have worries, give examples of your worries. Tell the class that anytime they are worried in school, they can feed their worries to Worry Wally. They can write their worries, draw their worries, or whisper their worries to Wally, and he will enjoy gobbling them all up! Invite the students to make their own Worry Wally at home.

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**Worksheet B:**

(Level 1): Children mark on the worksheet where they feel worry in their bodies. Recap on where Delphi and Snappy both felt worry in their bodies. Delphi had a pain in her tummy and a sore head. Snappy shed a tear and his mind was racing.

Where else would you feel worry in your body?

**Worksheet C:**

(Level 2): Children name or draw 5 people they trust to tell if they have a worry.

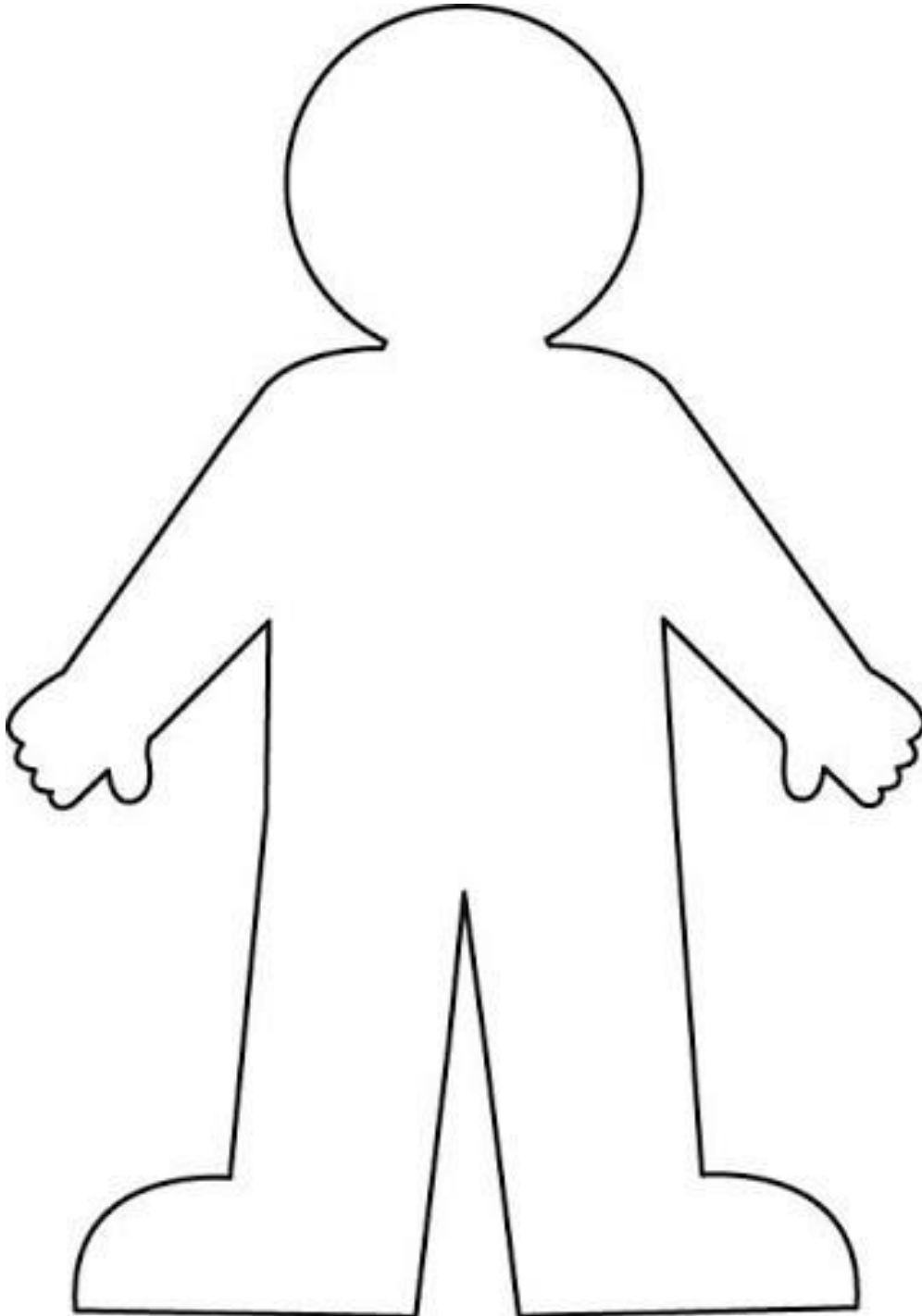
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**Conclusion:**

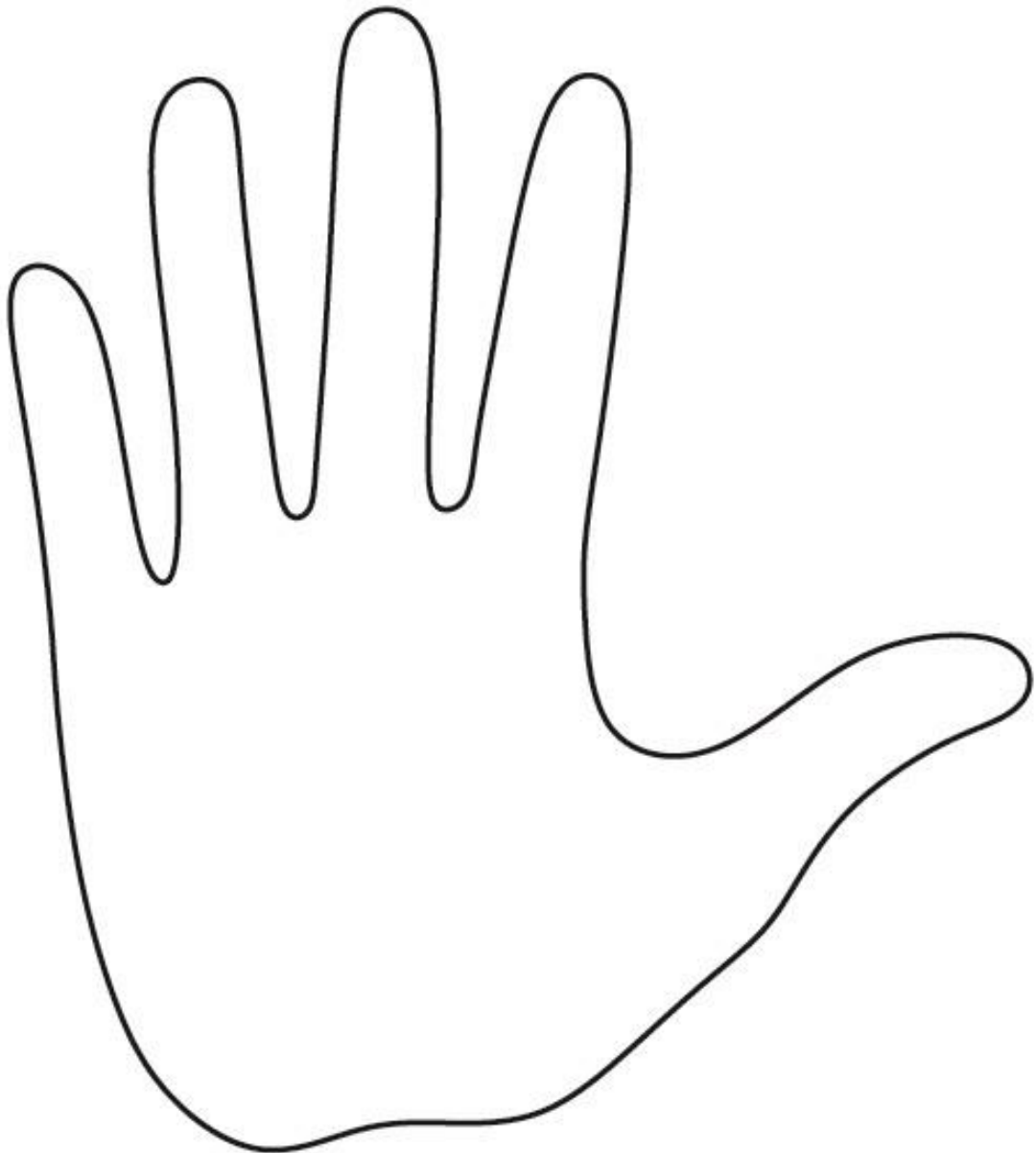
- Finish with the 'Happy Heart' card: Demonstrate technique to class.
  1. Ask children, to sit up straight.
  2. Ask children to press their feet to the ground.
  3. Ask children to place one hand on heart and the other hand on tummy.
  4. Teacher says 'Happy Heart' rhyme while class do technique.
  5. Repeat technique 2 – 3 times.

Worksheet B: Level 1  
Lesson 2: Worry Wally

When Worry Wally visits,  
You can feel it head to toe,  
Can you say where he is,  
To help the feeling go?



If I'm worried,  
Then I must,  
Tell someone,  
I really trust.



# Lesson 3: Mighty Me

(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 'Mighty Me Mirror' - cardboard/card, tinfoil, coloured card, beads, buttons, pom-poms, glitter or crepe paper.
  - Worksheet D - 'Mighty Me Self-Portraits' - a variety of art and craft materials e.g. pom-poms, googly eyes, wool, cotton wool etc.
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## Resources:

*Bea's Ocean Commotion*, 'Mindful Me with Bea' pack and Worksheet D.

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## 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 discuss and appreciate all the features that make a person special and unique.
- To listen and respond to the opinions and views of others.
- To explore and discuss occasions that can promote positive feelings in himself/herself.

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### Lesson:

- Begin with the 'Happy Heart' card: Demonstrate to class.
  1. Ask children, to sit up straight.
  2. Ask children to press their feet to the ground.
  3. Ask children to place one hand on heart and the other hand on tummy.
  4. Teacher says 'Happy Heart' rhyme while class do technique.
  5. Repeat technique 2 - 3 times
- Read pages 20-26.

### Questions:

1. Why is Ozzy feeling nervous?
  2. Can you think of a time when you felt nervous?
  3. Where in your body did you feel it?
  4. Why did Ozzy feel different to his friends?
  5. Is it ok to be different?
  6. Ozzy tells himself that his friends are quicker and fitter. Is this a nice way to speak to yourself?
  7. What happened Ozzy when he focused on his breath?
  8. Bea encourages Ozzy to think about his strengths, what are your talents?
  9. Ozzy looks different to his friends; we are all different, what makes you different to your siblings or friends? (E.g. looks, hobbies, interests etc.)
  10. We don't need to be good at everything we do! What are you good at and what do you find difficult?
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## Lesson 3: Mighty Me

### Mighty Me: Whole Class Activity.

Start with a game. Ask all pupils to stand. Pick and mark two spots in the room - point A and point B. Explain that we are unique and all different - and this is OK, it's what makes us special!

Call out instructions for children from list below and alter for your class if necessary.

Examples of instructions:

- 'Go to point A if you have short hair.
- Go to point B if you have green eyes.
- Go to point A if you have a brother.
- Go to point B if you are tall.
- Go to point A if you like singing.
- Go to point B if you like sports.
- Go to point A if you are a good friend...'

Ask class to sit down. Class discussion about 'how we are all different.'

With the class sitting so that everyone can see, explain that today you will be making a class 'Mighty Me Mirror.' Using a piece of cardboard, tinfoil and variety of art materials, work as a class to design and make the 'Mighty Me Mirror.' Refer to photo.

When the mirror is complete, refer to the story:

'When Ozzy focused on his strengths,  
He scored and gave a smile,  
Who knew that having such long legs,  
Would help him go that extra mile.'

Ask class to take a moment to think of their strengths. With their partner, discuss the three best things they like about themselves! Invite pupils to come up and use the 'Mighty Me Mirror' and say there three things (I am.... I am.... I am....) or if they feel more comfortable, pass the mirror around to a selected few.

Reinforce the message that, 'We are all different and unique and that's what makes us special!'

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#### **Worksheet D:**

Level 1: Children design their 'Mighty Me' self-portraits and say what they like about themselves.

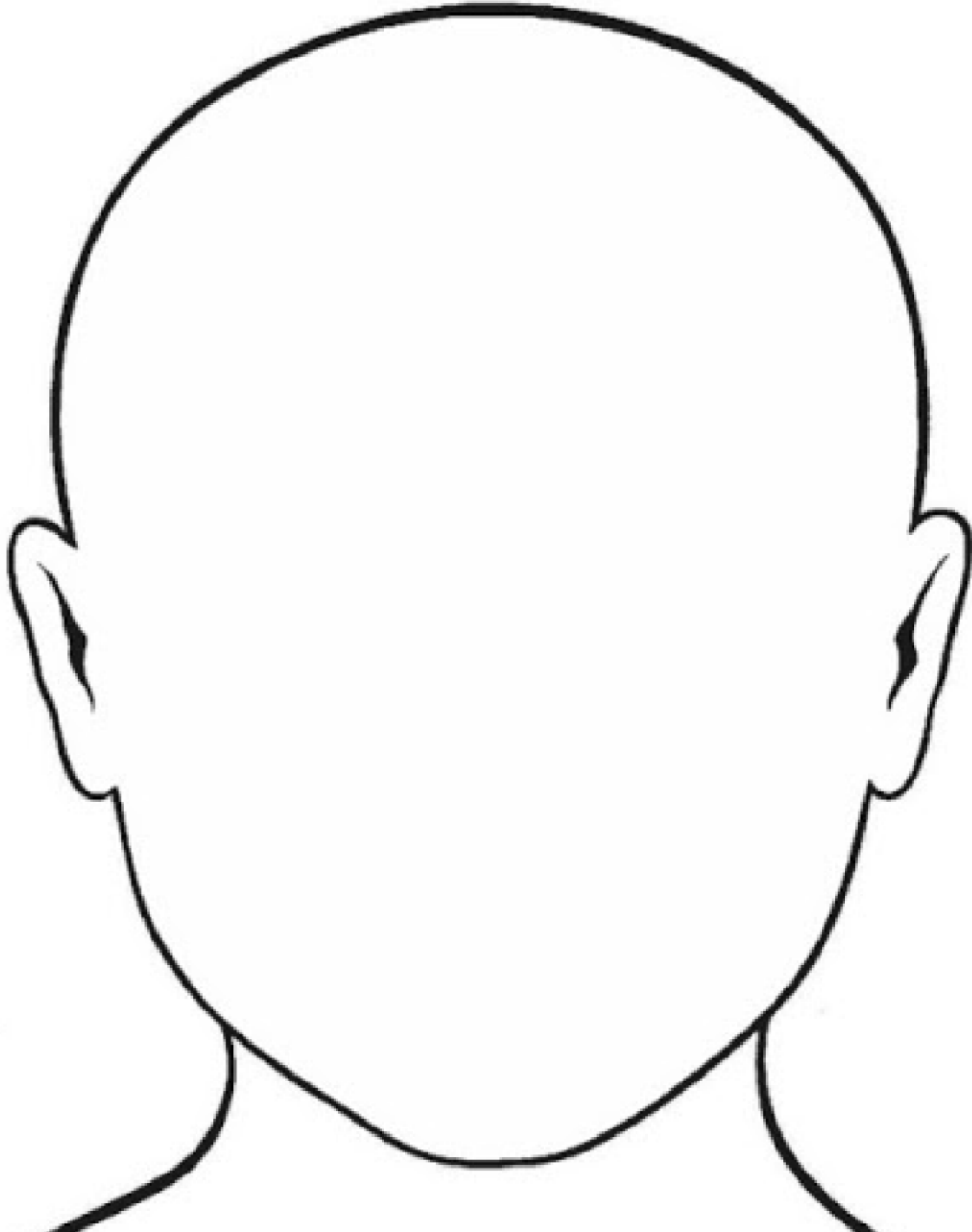
Level 2: Children design their 'Mighty Me' self-portraits and they write a positive affirmation on a blank sheet of paper. The positive affirmation can be displayed next to the 'Mighty Me' self-portrait. 'I am... I am... I am... I am ME!'

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#### **Conclusion:**

- Finish with the 'Rainbow Stretch' 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 'Rainbow Stretch' rhyme while class do technique.
  4. Repeat technique 2 - 3 times.

I am UNIQUE,  
I am MIGHTY,  
I am SPECIAL,  
I am ME!



# Lesson 4: Forever Friends

(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:

- Large piece of poster size card, coloured card, glue stick, black marker.
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## Resources:

*Bea's Ocean Commotion*, 'Mindful Me with Bea' pack and Worksheet E.

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## 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 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 explore and discuss occasions that can promote positive feelings in himself/herself.
- 

#### **Lesson:**

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

Today's lesson is all about friendship.

Choose a section of *Bea's Ocean Commotion* to read. Recap how Bea is a good friend.

- Ask children can they remember any of the lines from the story that show us how Bea is a good friend.
- Elicit lines such as 'I am here to help you Delphi,' 'Bea listens to Snappy,' 'Focus on your breath,' etc.
- Being a good friend means you listen to your friends, help them and encourage them just like Bea!

#### **Questions:**

1. How did Bea help Delphi?
2. What did she tell Snappy to do to help him feel better?
3. What did she tell Ozzy to do to help him score a goal?
4. How did she show that she is a good friend?
5. What words would you use to describe Bea?
6. Why is it important to have good friends?
7. What was your favourite part of the story? Why?
8. Do you think Delphi, Snappy and Ozzy will help their friends as Bea helped them?
9. Have you ever helped a friend? What did you do?
10. How does being kind to others make you feel?

## Lesson 4: Forever Friends

#### **Friendship Flower: Whole Class Activity.**

- Preparation: Cut out 6-8 petals from coloured card and a stem for the flower.
- Tell the class we are going to make a class Friendship Flower together and what are the things/traits that make a good friend.
- Elicit friendship words e.g., kind, nice, helpful, friendly, play together, trust, loyal etc (see list below).
- In pairs or groups, children can discuss and think about friendship words. They can describe how to be a good friend like Bea.
- Make a list of words on the board.
- Choose 6-8 words the whole class have decided on and write one word on each petal to create a Class Friendship Flower.

- Stick flower onto poster size card and place in the Well-being corner of the classroom. This will remind everyone in the class how to be a good friend. Teachers can refer to chart daily to remind pupils how to show kindness.
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### **Worksheet E:**

Level 1: Using the picture of the Bee, write three friendship words in the spaces on the body. Younger children can write simple words like kind, nice, play. Colour the picture.

Level 2: Older children can use words that are more challenging and write the phrase 'Be kind, Be helpful, Be respectful, Be thoughtful, Be inclusive' etc., in the spaces. Colour the picture.

Friendship words: Kind, nice, helpful, happy, smile, share/sharing, play, listen, talk, work together, care/caring, loyal, trust/ trustworthy, generous, respect/respectful, thoughtful, support/supportive, include/ inclusive, love/loving,

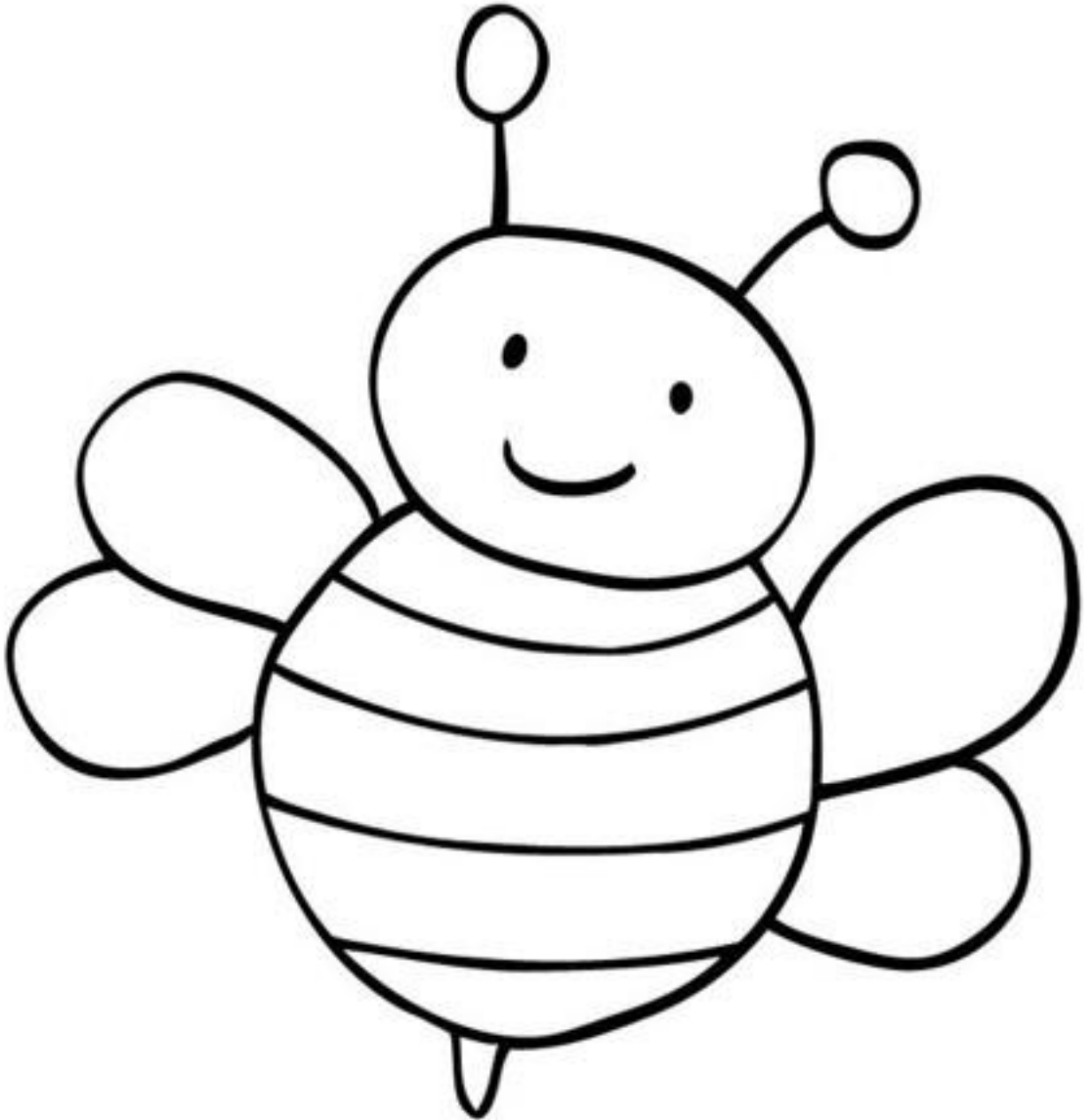
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### **Conclusion:**

Ask children to say positive affirmation about friendship traits i.e. 'I am kind, I am friendly, I am helpful, I am me.'

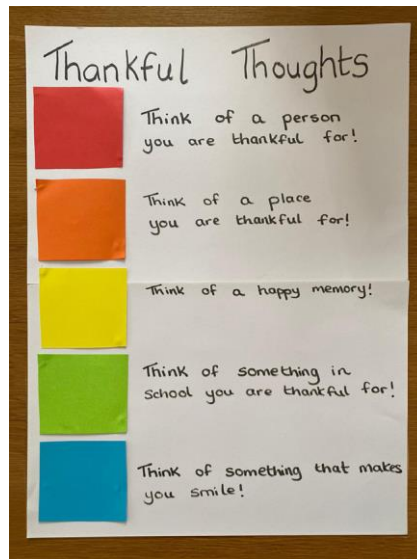
- Finish with the 'Happy Heart' card: Demonstrate technique to class.
  1. Ask children, to sit up straight.
  2. Ask children to press their feet to the ground.
  3. Ask children to put one hand on heart and one hand on tummy.
  4. Teacher says 'Happy Heart' rhyme while class do technique.
  5. Repeat technique 2 - 3 times.

Kindness is contagious,  
When spread from me to you,  
How can you show kindness?  
What are you going to do?



# Lesson 5: Thankful Thoughts

(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

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## 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

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## 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 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.
  - To explore and discuss occasions that can promote positive feelings in himself/herself.
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**Materials:**

- 'Gratitude Scavenger Hunt' list.
  - 'Thankful Thoughts' game: red, orange, yellow, green and blue markers or crayons, bag/hat/box.
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**Resources:**

*Bea's Ocean Commotion*, 'Mindful Me with Bea' pack and Worksheet F.

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**Lesson:**

- Begin with the 'Flower Power' 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 'Flower Power' rhyme while class do technique.
  4. Repeat technique 2 - 3 times.

Today's lesson is all about gratitude. Read the last two verses of the book:

'It's late in the evening,  
Bea snuggles into bed,  
With a happy and grateful heart,  
She looks forward to her sleep  
ahead.

Before she closes her eyes,  
She thinks of her Three Best Things,  
Of what made her smile today,  
And of what tomorrow brings.'

Brainstorm all the reasons why Bea would be going to sleep with a happy and grateful heart.

**Questions:**

1. How was Bea feeling at bedtime?
2. When you are happy, where do you feel it in your body?
3. What were Bea's 'Three Best Things?'
4. Do you think Bea's Besties were glad that they had a good friend like Bea?
5. Who are the people in your life that make you happy?
6. Bea felt good because she helped her friends; think of a time that you helped your friends.
7. How can we show kindness to our friends and family?
8. Think of a time when someone helped you, how did you feel?
9. What is your happiest memory?
10. Is it a good idea to think of your 'Three Best Things' before going to sleep?

# Lesson 5: Thankful Thoughts

## Thankful Thoughts: Whole Class Activities.

Start with the 'Thankful Thoughts' game. Enlarge game on whiteboard. Then add markers or crayons to a box/bag or hat. Select a few pupils to come up to the top of class and pick one colour each. If they pick a red colour, they must follow the directions in the game and tell the class someone they are thankful for. If they pick orange, they tell the class a place they are thankful for and so on. Skittles or jellies could also be used, instead of markers.

Explain to class that you will now all be going on a 'Gratitude Scavenger Hunt' around the school. Go through some examples of what you will be looking out for:

1. Find a colour you like.
2. Find something that smells nice.
3. Find someone that makes you happy.
4. Find something outside that you enjoy looking at.
5. Find something you love to look at.
6. Find a place that you love.
7. Find something you could give to someone to make them smile.
8. Find something you are thankful for in nature.
9. Find something you could share with someone else.
10. Find something that makes a beautiful sound.

Class discussion after the scavenger hunt.

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## Worksheet F:

Level 1: Ask children to draw the people, places, things that they are grateful for on the 'Happy Heart' worksheet.

Level 2: Ask children to draw and to write the people, places, things that they are grateful for on the 'Happy Heart' worksheet.

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## Conclusion:

• Finish with the 'Happy Heart' card: Demonstrate technique to class.

1. Ask children, to sit up straight.
2. Ask children to press their feet to the ground.
3. Ask children to put one hand on tummy one hand on heart.
4. Teacher says 'Happy Heart' rhyme while class do technique.
5. Repeat technique 2 - 3 times.

Try each day,  
To be positive,  
For it's a lovely, Way  
to live!

