

Barbara Throws a Wobbler

By Nadia Shireen

Barbara's day is going from bad to worse and she gets angrier and angrier. It isn't long before she throws a massive wobbler. Now she needs to work with the wobbler to help her calm down. This story covers themes of anger, tantrums and friendship.

5 Objectives

Lesson 1:

I can tell you what makes me feel angry.

Lesson 2:

I can tell you what makes me feel calm.

Lesson 3:

I can tell you the difference between feelings and actions.

Lesson 4:

I can tell you how to treat friends kindly.

Lesson 5:

I can tell you how to have kind hands.

Lesson 6:

Reflection and Evaluation

Tags:

Anger, tantrums, calm, friendship

Sensitive Content in This Story

This story talks about feelings of anger and what happens when we feel angry.

The story may prompt children to discuss their own feelings or big feelings they have seen in other people, for example at home. It is important to create a safe space for children to discuss these feelings and what happened.

Some of the things children share in these discussions could be safeguarding concerns, therefore teachers and other staff should be prepared for this and follow their school's usual reporting system and procedures.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Mental Wellbeing:

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations . **(Lesson 1, 2)**

Being Safe:

What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). **(Lesson 3, 5)**

Caring Friendships:

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. **(Lesson 4, 5)**

Respectful Relationships:

the importance of permission-seeking and giving in relationships with friends, peers and adults. **(Lesson 5)**

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
All **Training** activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.

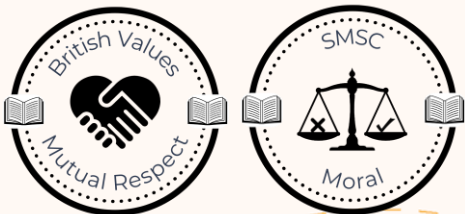
Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.

Listening, attention and engagement	Vocabulary
Is interested in books and rhymes and may have favourites Holds books the correct way up and turns pages Uses small world play to engage with songs, rhymes and stories	Understands single words in context Identifies words by pointing to the right picture and selects familiar objects by name
Retrieval	Inference
Begins to understand ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’ questions when listening to a story Describes main story settings, events and principal characters Demonstrates understanding when talking with others about what they have read	Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions






SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



Lesson Content

All five of the lesson plans related to this book follow our STORY structure

-  **S** **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.
-  **T** **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.
-  **O** **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story
-  **R** **Read:** Read the story and discuss the following guided reading questions as a class.
-  **Y** **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

[I Really Want to Shout a book by Simon Philip and Lucia Gaggiotti. \(bookshop.org\)](https://bookshop.org)

[Sometimes I Am Furious a book by Timothy Knapman, Joe Berger, and Arno de Stang Partnership. \(bookshop.org\)](https://bookshop.org)

[Sometimes I'm a Baby Bear, Sometimes I'm a Snail: Ways to Say How We Feel a book by Moira Butterfield and Gwen Millward. \(bookshop.org\)](https://bookshop.org)

[Storm In A Jar a book by Samuel Langley-Swain and Katie Cottle. \(bookshop.org\)](https://bookshop.org)

[When I See Red a book by Britta Teckentrup. \(bookshop.org\)](https://bookshop.org)

