

# The Grand Hotel of Feelings

Written and illustrated by Lidia Brankovic

*This book is about a hotel manager who has to manage a hotel full of feelings. It is a great place to start discussing different types of feelings and that all feelings must be listened to and acknowledged.*



## 5 Objectives

### Lesson 1:

I can tell you a range of feelings.

I can explain when I have felt these feelings.

### Lesson 2:

I can tell you why it is important to take notice of our emotions.

### Lesson 3:

I can describe examples of how people experience more than one feeling at a time.

### Lesson 4:

I can explain how my feelings might change as I grow up.

### Lesson 5:

I can tell you what I could do if my feelings are too big to handle by myself.

### Lesson 6:

Reflection and Evaluation

## Tags:

emotional management, emotional regulation, feelings, emotions, puberty

## Sensitive Content in This Story

This story is set in the Grand Hotel of Feelings, where all kinds of feelings come and stay. Every guest has unique needs. Anger, for example, is very loud and needs plenty of space to scream and shout. Sadness speaks in a small voice and occasionally floods the bathroom. Gratitude likes wandering about in nature; you never know when she might come and sit by your side. Some feelings are big and some are small, some are fun and some are tricky, **but all feelings must be listened to and acknowledged**. After all, they're just passing through.

You might find that some children disclose about different events that have triggered different feelings. Some of the things shared could be safeguarding concerns, therefore teachers should be prepared for children to make disclosures. Some children might also not have support at home in managing feelings or told to suppress them (e.g. boys don't cry). Additionally, some children might have a family member or friend who has a mental health issue that impacts their emotions/feelings such as bi-polar disorder or depression. Children might choose to talk about this after reading this book.

# 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

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **(Lesson 1, 2, 3, 4, 5)**

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, 3, 4, 5)**

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. **(Lesson 1, 2, 3, 4, 5)**

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **(Lesson 1, 2, 3, 4, 5)**

## Changing Adolescent Body (s) and Ourselves Growing and Changing (n)

About the physical and emotional changes that happen when approaching and during puberty  
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. **(Lesson 4)**

### 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.

| Retrieval  | Vocabulary  | Inference:   |
|--|---|--|
| <p><i>Check the text makes sense</i></p> <p><i>Answer basic retrieval questions using evidence in the text</i></p> <p><i>Discuss understanding of a text</i></p> <p><i>Ask question to improve understanding of a text</i></p> <p><i>Know and discuss setting, character and event changes across a text</i></p> <p><i>Identify how text structure/presentation contributes to meaning and understanding</i></p> <p><i>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</i></p> | <p><i>Check the meanings of words using teacher prepared definitions.</i></p> <p><i>Explain the meanings of words and know how to use in the correct context.</i></p> <p><i>Write own definitions for words.</i></p> <p><i>Use dictionaries to check the meaning of words read.</i></p> <p><i>Discuss how words and phrases have been used to build a picture for the reader.</i></p> | <p><i>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</i></p> <p><i>Identify main ideas from more than one paragraph and summarise</i></p> <p><i>Predict what might happen from details stated</i></p> |

## British Values and SMSC



# 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

Some other stories we would recommend that are related to this story are:

Daisy's Dragons by Frances Stickley

The River by Tom Percival

Feelings by Libby Walden

This guide for parents could be helpful if you have any children in your class who need more support with emotional regulation and feelings:

<https://camhs.rdash.nhs.uk/wp-content/uploads/2021/04/NL-Emotion-regulation-e-leaflet-02.21.pdf>

<https://childmind.org/article/can-help-kids-self-regulation/>

<https://www.apa.org/topics/parenting/emotion-regulation>

<https://www.therapistaid.com/therapy-worksheets/emotions/children>

