



Bruno the Bat: I'm sad, not bad!

Activity pack



Sad, not bad! (with Bruno the Bat) Lesson Plan



| Targeted year group: | Lesson length: |
|----------------------|----------------|
| Key stage 1/2 | Up to one hour |

Learning objectives

- Children explore emotions
- Children understand that all behaviour is communication
- Children can name their emotions
- Children think of ways to manage their emotions

| Time | Lesson structure | Teacher notes/structure |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 5 mins | <p>Intro</p> <p>Hold up the picture of 'Bruno the Bat'. Ask the children what they think of when they see bats.</p> <p>Ask them what words they would use to describe a bat.</p> <p>Explain to the children that bats are amazing creatures, but sometimes they can be misunderstood. They are a symbol of Halloween and that can mean some people think they are scary or something to be frightened of.</p> <p>Explain that we are going to begin by listening to a story about 'Bruno the Bat'. While you are reading the story, ask the children to think about what words they would use to describe how Bruno is feeling throughout the story.</p> | A4 picture of Bruno the Bat (you may want to laminate this) |
| 15 mins | <p>Bruno the Bat – 'I'm sad, not bad!'</p> <p>Read the story of 'Bruno the Bat: I'm sad, not bad!'</p> <p>Ask the children what words they would use to describe Bruno's emotions at different parts of the story:</p> <p>(continued on next page)</p> | Story of 'Bruno the Bat: I'm sad, not bad!' |

| Time | Lesson structure | Teacher notes/structure |
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| | <p>(continued)</p> <ul style="list-style-type: none"> • On his way to school • Sitting in the classroom with Benna • Hanging alone in the tree • When he's with Bestie and his friends • When he returns to the classroom after upsetting Benna • After talking to the teacher • When Benna hugs him at the end of the story <p>Explain to the children that we can have lots of different emotions all in one day, and that how we are feeling/ our emotions can impact what we say and do. All behaviour is communication – it's telling us something about how we are feeling in that moment. It doesn't mean that we are always sad, happy, bossy, mean or scared – it means in that moment, that's how we are feeling.</p> | |
| <p>15 mins</p> | <p>How might you feel?</p> <p>As the children to work in small groups to match different scenarios to an emotion. Ask them to share these with the rest of the class and explain how what we experience every day can impact our emotions</p> | <p>Emotions flashcards Scenarios</p> |
| <p>10 mins</p> | <p>Managing our emotions</p> <p>Explain to the children that things will always happen that impact our emotions. Sometimes our emotions catch us by surprise. They might come out later in the day, or when we least expect it. Like clouds, they blow in, and blow out again. They will pass. There is a saying 'The sadness is on me', but that doesn't mean we are sad all the time. We feel sad at that moment.</p> <p>According to brain scientist Dr Jill Bolte Taylor, 90 seconds is all it takes to identify an emotion and allow it to pass through while you simply notice it. When you're stressed, pausing for 90 seconds and labelling what you are feeling can help you feel calmer.</p> <p>(continued on next page)</p> | |

| Time | Lesson structure | Teacher notes/structure |
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| | <p>(continued)</p> <p>Using 'PASS' can help us remember:</p> <p>Pause (for 90 seconds if you can) Recognise when you are caught up in an emotion cloud. Name your emotion. 'I'm feeling sad'. 'I'm feeling angry'. 'I'm feeling scared'.</p> <p>Ask yourself what has happened Why am I feeling this way? Keep asking yourself why until you really get to the bottom of it. For example, 'Why am I cross? Because my best friend is not my reading partner. But why? Because I want to be with them. But why? Because if I'm not with them they might not be my friend anymore'.</p> <p>Stop and think about what you need to feel better and to feel calmer This will be different for all of us. You might need a cry, to have something to eat, to spend some time on your own, to get some sleep, to listen to a song, or to kick a ball.</p> <p>Share what you need Sometimes we can help ourselves feel better and calmer but sometimes we need other people to help us. That could be another child, a teacher, a family member, or someone else we trust. Tell someone what you are feeling and ask if they can help.</p> <p><i>"I'm feeling frustrated. I need help to understand these questions. Can you help me?"</i></p> <p><i>"I'm feeling frightened. I don't want to go out at lunchtime. Can you help me?"</i></p> | |
| <p>10 mins</p> | <p>Ask the children to cut out the bats, write an emotion on the back, and hang them up/ display them in the classroom. They can be hung up/ displayed on the wall with the PASS cloud to remind them of what they need to do next time they feel a big emotion:</p> <p>PAUSE and name the emotion. ASK yourself what has happened STOP and think about what you need. SHARE what you need.</p> | <p>Bat templates Cloud template</p> |



Bruno the Bat Story: I'm sad, not bad!



Bruno was a small bat. He lived in a very crowded roof with lots of other bats, and would wake up, upside down, feeling sleepy and sometimes a bit grumpy. Before he could start school, he would have to hunt for insects for his breakfast. Because he was smaller than the other bats, sometimes they would make fun of him, or fly towards him at great speeds. He would send out waves of sound from his mouth or nose which would bounce off them and create an echo so he could try and work out when they were coming close (this is called 'echolocation'), but sometimes they were too fast for him and would send him spinning through the air.

By the time Bruno got to bat school, he often felt fed up and a bit hungry as he hadn't been able to catch many insects. All the commotion meant that sometimes he would get to school late, with dusty wings, covered in cobwebs. Bruno sat next to Benna the Bat for most of his lessons. She was always smiling and would hide insects to gobble up when the teacher wasn't looking. She was a lot bigger than the other bats, but she didn't mind and was always kind to everyone. Bruno liked Benna because she made him laugh, and she would often share her insects with him.

There was a bat in the class called Bestie who was the most popular bat in the whole colony. He was brilliant at flying, at catching insects, at everything, and the other bats thought he was the best. Bruno wished he was more like Bestie. He wished he could do bat flips in the air and had gleaming fur, and shining eyes.

One lunchtime, Bruno was hanging alone in a tree like he often did, when Bestie and his friends came and hung next to him. They were laughing together and making loud squeaking noises. Bruno was watching them and wondering what it would like to be them. At that moment, Benna flew over and asked Bruno if he wanted to share her beetles. Bestie and his friends looked over at them and started laughing. Bruno felt embarrassed. Bestie asked Bruno why he was hanging around with a big, hairy bat like Benna. Bruno didn't like being laughed at. In that moment he did a flip and told Benna to get lost. He told the other bats she wasn't his friend and that she was stupid and ugly. Bestie and the other bats laughed and asked Bruno to come and join them. On the way back to class, Bruno told Bestie and the others that Benna loved stuffing her furry cheeks with ants, and did a horrible impression of her with her cheeks puffed out.

The other bats told him he was a good laugh. Benna looked at Bruno with such sadness it made him feel hollow inside.

When they got back to class, Bruno didn't feel good. He didn't like what he had done. The bat teacher could see that Benna looked down and asked her to come and talk to her. Benna explained what had happened because she trusted the bat teacher and knew she would try to help. The bat teacher thought about Bruno and wondered why he might have done that to Benna – after all they were good friends. She asked Bruno to come and hang upside down with her in a quiet corner. "Bruno," she said, "This isn't like you. You have hurt Benna's feelings. Can you explain to me what you were thinking and feeling?" Bruno thought long and hard. It was difficult to put into words. The bat teacher explained that everything we do starts with a thought or a feeling. For example, we might feel hungry so we look for beetles. Or we might feel sad so we stop talking to other bats and hang alone. Or we might feel angry so we hurt other bats – even bats we care about. Bruno started to understand. He explained to the bat teacher that he sometimes came to school feeling tired and hungry. That he felt lonely and small compared to the other bats. That he wanted to be more like Bestie and he thought that telling jokes about Benna would make him more popular. "How do you feel now?" asked the bat teacher. "Even more sad," said Bruno. He explained that he didn't want to hurt Benna.

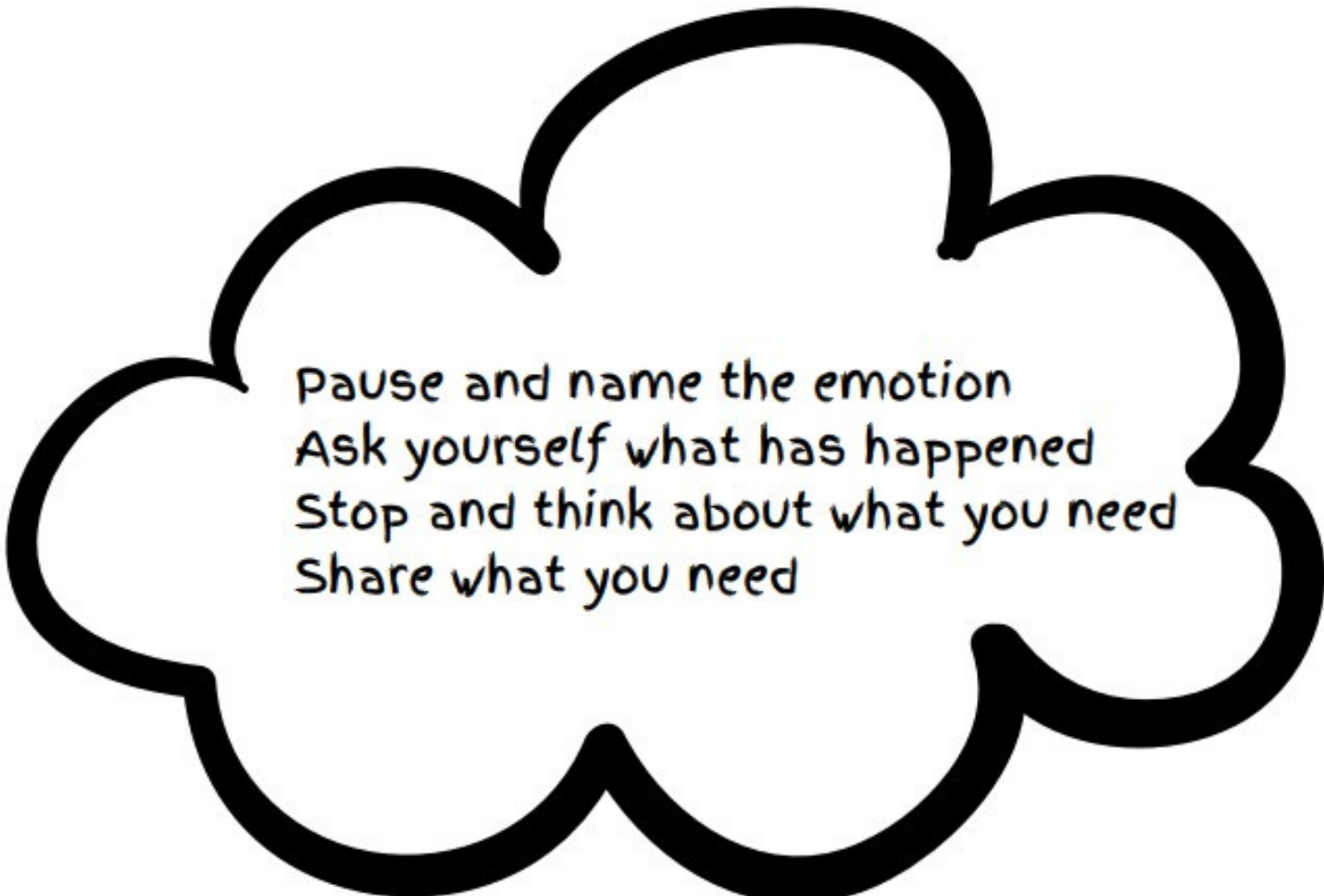
The bat teacher asked Benna to come and hang with them and Bruno said sorry for making her sad. Benna gave him a big bat smile and said she forgave him. The bat teacher told Bruno he was brave for sharing his feelings and told him that next time he felt sad, angry or confused – about anything, he should come and talk to her. Bruno felt a big weight lifting from his fuzzy bat shoulders. He realised he wasn't on his own and that he did have bats who cared about him. Benna gave Bruno a big bat hug and they flew off together into the sunset, making happy squeaks.



Bruno the Bat Template



PASS Cloud



Pause and name the emotion
Ask yourself what has happened
Stop and think about what you need
Share what you need

Emotions flashcards



Emotions flashcards



Emotions flashcards



Emotions flashcards



Scenarios

YOU MISS
YOUR ALARM
AND ARE
LATE FOR
SCHOOL

YOU FORGET
YOUR PE T-
SHIRT AND
HAVE TO
BORROW ONE
FROM LOST
PROPERTY

YOU ARE
ASKED TO
READ OUT
LOUD TO THE
CLASS

YOUR BEST
FRIEND IS
PICKED FOR
SCHOOL
COUNCIL

Scenarios

YOUR
BROTHER
LAUGHS AT
YOUR NEW
HAIRCUT

YOU HAVE
NO-ONE TO
SIT WITH

YOU COME
SECOND IN
THE SCHOOL
RACE

YOU GET
PICKED FOR
THE SCHOOL
PLAY

Scenarios

YOU TRIP
OVER AND
SOMEONE
LAUGHS

YOUR WATER
BOTTLE LEAKS
IN YOUR BAG

YOU DON'T
GET INVITED
TO A PARTY

THE TEACHER
TELLS YOU
YOU'VE
DONE A
GOOD JOB



Scenarios

THE FIRE
ALARM GOES
OFF AT
SCHOOL

YOU HAVE TO
DO YOUR
SPELLING
TEST

YOUR CAT
GOES
MISSING

SOMEONE
TAKES YOUR
PENCIL

