Reception	The Jar of Happiness	Lesson 1

Resources needed	Settle: Empty jar and pennies (or similar)	Class activity: Empty jar and coloured paper strips

Aspect	Timing	Activity
Ground rules	2 mins	Revisit the Ground Rules that your class wrote together following their introduction to The Story Project.
Settle 	3 mins	**The Penny Jar** • Take a small jar or cup and a small pile of pennies (you could use any other small item you have in your classroom). • Slowly place the pennies in the jar, one by one, asking the children to count along with you as you do. Then take each penny out again. • Now ask the children to close their eyes, take a deep breath and imagine their own jar and pennies. • Count together as you fill your imaginary jars with pennies and then empty them again. Take a deep breath again, once the imaginary jars are empty.
Training 	10 mins	• Look at the front cover of the book. • What do the children notice? What do they think is happening? • Show the Emotional Vocabulary images. • How could the child be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what makes me feel happy.
Read 	15 mins	• Share the story with pupils • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** use prompts on the slides **Class Activity: Class Jar of Happiness (could be in continuous provision)** • Take a jar and some coloured strips of paper. • Ask the children to share what makes them happy, e.g. going to the park, playing with toys etc. • Write each idea down and put it in the jar to create a class jar of happiness. **Continuous Provision: Best Day Ever** • Children sit with their Talk Partners. They will Think-Pair-Share their responses to each of the prompts. • Ask the class to imagine that they are getting ready for bed and they have had the best day ever! • Delve into the imagination by getting children to think about each part of the day – what foods did they eat, where did they go, who was with them? How are they feeling at the end of the day? Happy, excited, pleased…or maybe a bit tired from all the fun? • This idea could be extended by getting the children to plan a 'best day ever' for a friend or family member.

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Reception	The Jar of Happiness	Lesson 2

Resources needed	Class activity: Class set of lolly sticks with each child's name on	Continuous provision: Large sheet of paper or a whiteboard Markers or crayons, sticky notes or small pieces of paper

Aspect	Timing	Activity
Settle 	3 mins	**Activity: Breathing in Happiness** • Guided breathing exercise • Instructions: "Close your eyes and take a deep breath in. Imagine you're breathing in the smell of warm biscuits and the seaside, just like Meg's happiness. Hold that happiness inside for a moment, then slowly breathe out, letting go of any worries. Let's do this three times."
Training 	10 mins	• Look at page 7, where Meg takes her jar to her friend Zoe. • What do the children notice? What do they think is happening? • Show the Emotional Vocabulary images. • How could Zoe be feeling? What makes pupils think this? • Compare this to page 8, where Meg has puppets. What has changed? Why?
Objective 	5 mins	• I know how to make other people feel happy. • I can tell you how to make other people feel happy
Read 	15 mins	• Share the story with pupils • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** prompts on the slides **Class Activity: Compliment Circle** • This could be as a whole class or in small groups. • Discuss with the children how giving compliments can make others feel happy, just like how Meg made her friends and family happy in the story. • Give an example of your own. • Children sit in a circle. • Take a lolly stick out of the jar. Give a compliment to the child whose name is on the stick. For example, "I like your smile" or "You are very kind." • That child then takes a new stick and gives a compliment to the next child, and so on, until everyone has had a turn. • Ask the children how it felt to give and receive compliments. • Discuss how simple words can brighten someone's day. • Ask the children to give a compliment to someone this week – at home or at school. **Continuous Provision: Happy Helpers role-play in continuous provision** • Introduce the CP: Talk about different ways we can help others and make them happy, in a similar way to how Meg helped her friends and family. • Show one of the scenario posters and discuss what they show. • Provide props to make the role-playing more engaging. • Change the scenario poster each day. • At the end of the week, discuss how the actions in the role-play made others feel happy.

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Reception	The Jar of Happiness	Lesson 3

Resources needed	Class activity: Examples of sadness charades (on hidden slide)	Continuous provision: An empty jar and paper for drawings

Aspect	Timing	Activity
Settle 	3 mins	**Activity: Rainbow Bend stretching** • Instructions: "Stand up with your feet apart. Reach one arm up to the sky, like you're painting a rainbow with all the colours Meg saw in her happiness. Slowly bend to the side, stretching your arm over your head. Come back to the middle and do the same on the other side. Imagine your rainbow is filling the room with happiness."
Training 	10 mins	• Look at page 12 where Leo is sat in the tree. • What do the children notice? • What do they think is happening? • Show the Emotional Vocabulary images. • How could Leon be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you what makes me feel sad.
Read 	15 mins	• Share or recap the story with pupils • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** prompts on the slides **Class Activity: Sadness charades** • Explain how to play charades and demonstrate acting out a sad emotion. • Choose a child to act out a sad situation (e.g., losing a toy, falling down) while the others guess what is making them sad. Ideas are on a hidden slide. • Continue with different children and scenarios. • After each charade, discuss how the situation might make someone feel sad. • Encourage the children to share if they've ever felt the same way and what they did to feel better. **Continuous Provision: Continuous provision drawing** • In CP, ask children to draw something that makes them feel sad and their name. They might want to label it. • Put an empty jar on the table for children to post their drawings into. • At the end of the week, choose drawings from the jar and ask children to discuss what they have drawn and why. • Ask the other children how that child could help themselves to feel better, and how their friends could help them.

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Reception	The Jar of Happiness	Lesson 4

Resources needed	Class activity: Use of the playground or hall	Continuous provision: A range of materials – see activity description

Aspect	Timing	Activity
Settle 	3 mins	**Activity: Hugging for Happiness** • Instructions: • "Remember how Oma gave happiness with hugs and tickles? Now, wrap your arms around yourself like you're giving yourself a big hug. Squeeze tight, and imagine you're hugging all the happiness into your heart. Hold it for a moment, then let go with a big smile."
Training 	10 mins	• Look at pages 15 and 16 where Meg is looking for her jar. • What do the children notice? • Show the Emotional Vocabulary images. • How could Meg be feeling? What makes pupils think this?
Objective 	5 mins	• I can tell you how I help myself when I feel sad
Read 	15 mins	• Share or recap the story with pupils • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** prompts on the slides **Class Activity: The Great Outdoors** • Talk to the children about how being outdoors is a great way to stop a bad mood/sad feeling. • Ask the children what they like to do outdoors, e.g. walking, playing, jumping in puddles, smelling flowers etc. • Go to the playground or hall, and play a game that your class enjoy (hopscotch, duck duck goose, what time is it Mr Wolf etc). • Talk about how the children feel after the game. **Continuous Provision: Snappy Happy Activities for continuous provision** • Set up some different activities that help children to manage a bad mood or a sad feeling. • You could include: • Mindful corner; including bean bags, blankets, teddys where children can have a rest • Scribble station – where children can scribble really fast on paper or scrunch up tissue paper • Friendship area – a place where children can go to talk to their friends, or have a selection of dolls, worry monsters or similar for children to talk to. • Afterwards, talk to the children about how each activity made them feel.

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Reception	The Jar of Happiness	Lesson 5

Resources needed	Class activity: Materials for making thank you cards	Continuous provision: Use of the hall or large space, large pieces of paper, blindfolds (or jumpers!)

Aspect	Timing	Activity
Settle 	3 mins	**Activity: Our Favourite Way to Settle** • Remind the children of the previous activities: The Penny Jar, Breathing in Happiness, Rainbow Bend Stretching, Hugging for Happiness. • Which activity helped them to be ready to enjoy the story the most? • Choose one as a class to repeat.
Training 	10 mins	• Look at Meg and Oma having a hug on page 22. • What do the children notice? • Show the Emotional Vocabulary images. • How could Meg be feeling? What makes pupils think this?
Objective 	5 mins	• I can explain how friends and family can make us feel happy.
Read 	15 mins	• Share or recap the story with pupils. • Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	**Class discussion:** prompts on the slides **Class Activity: Friendship cards** • This could be a whole class or continuous provision activity. • Ask the class to think about a time someone has been a good friend to them. How did that make them feel? • Model writing or drawing a card to a friend to say thank you to them for being a good friend. • You could ask children to pick a name randomly out of a hat so that everyone in the class gets a card saying thank you for being a good friend. • The card should have a picture on the front of what it means to be a good friend. • Ask some children to explain why they think their person deserves the card. **Continuous Provision: Quicksand!** • Talk to the children about what it means to be a good friend, emphasising ideas such as 'helpful', 'being kind' and 'being a good listener'. • This game will help them to practice these qualities. • Create a start and finish line in the hall, playground or a large classroom space. • Put pieces of paper down along the course to act as 'quicksand'. • Split the children into small teams. Choose a leader and ask another member of the team to wear a blindfold. • The leader must carefully guide their teammate through the quicksand – if they touch it, they must return to the start. • Let the children take turns so everyone gets a turn. • Discuss how the children felt at the end of the activity. Who had been a good friend and why?

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Reception	The Jar of Happiness	Lesson 6

Resources needed	QR codes (on PowerPoint slides)

Aspect	Timing	Activity
Settle 	5 mins	• Think about the children's Settle Toolbox and all the ideas they have added during this unit. Remind children they can use these ideas whenever they need to calm big emotions. • Choose one of the Settle activities from Lessons 1-5 • Discuss how the Settle activities made the children feel.
Training 	10 mins	• Show the Emotional Vocabulary images from Lessons 1-5. • Which feelings and emotions have you covered over the Unit? • Can the children explain what each feeling and emotion means? • Can they give an example of when they have felt like that themselves?
Objective 	5 mins	Assessment opportunity of objectives from Lessons 1-5: • I can tell you what makes me feel happy. • I can tell you some ways that I help others to feel happy • I can tell you what makes me feel sad. • I can tell you how I help myself when I feel sad • I can explain how friends and family can make us feel happy.
Read 	5 mins	• Ask children to summarise the main wellbeing themes of the story to their Talk Partner
You 	15 mins	**Review of Learning: Class Discussion** • As a class or in small groups, read the questions to the class and/or display on a screen to facilitate the discussion. • Give the children some thinking time, or time to Think-Pair-Share their responses with a Talk Partner. • Please summarise the children's responses in the online form. • There are some additional questions in the same form for teachers to complete. Form link: Lesson 6 Review of Learning

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The Jar of Happiness

Lesson 2, Continuous provision: Happy Helpers

Add one of our suggested scenario posters to your continuous provision so children can role-play helping each other

Mum or Dad are struggling to carry the shopping



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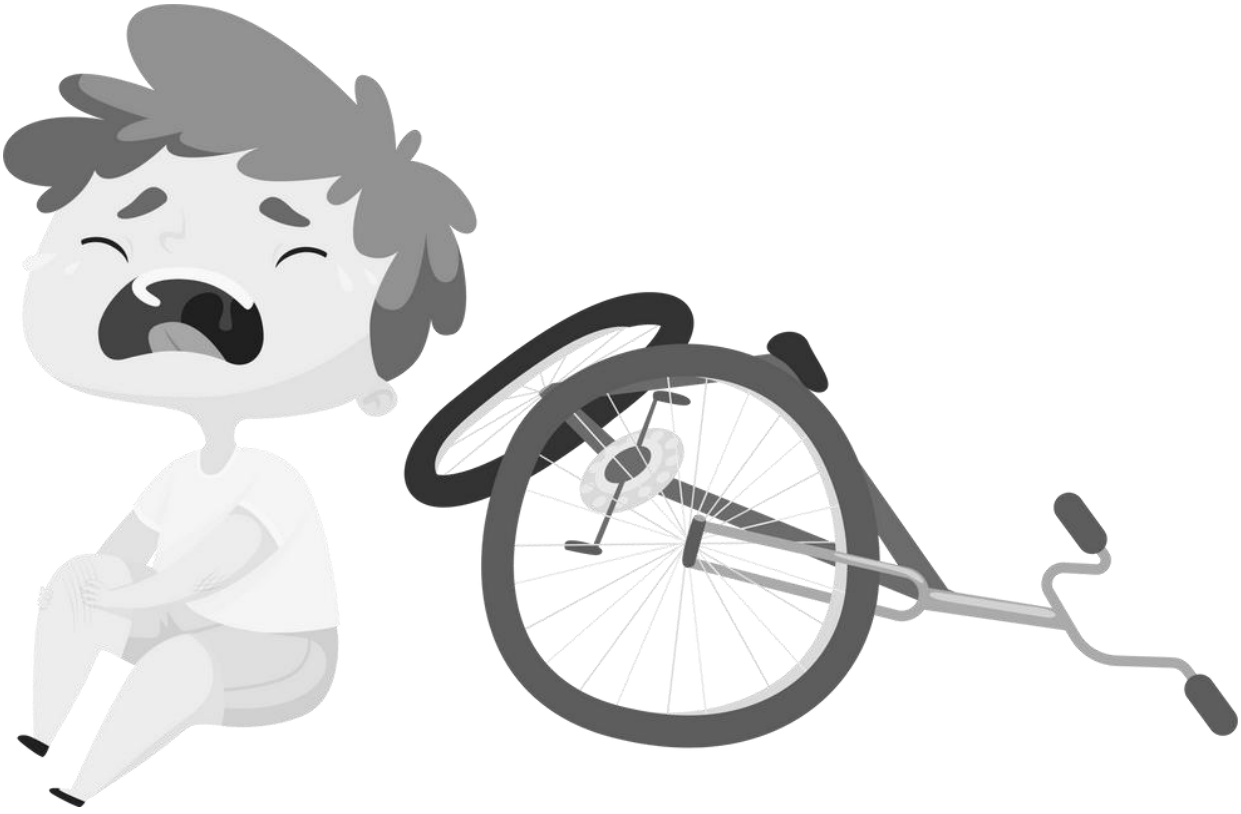
Your friend hurts their knee



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There is rubbish on the floor



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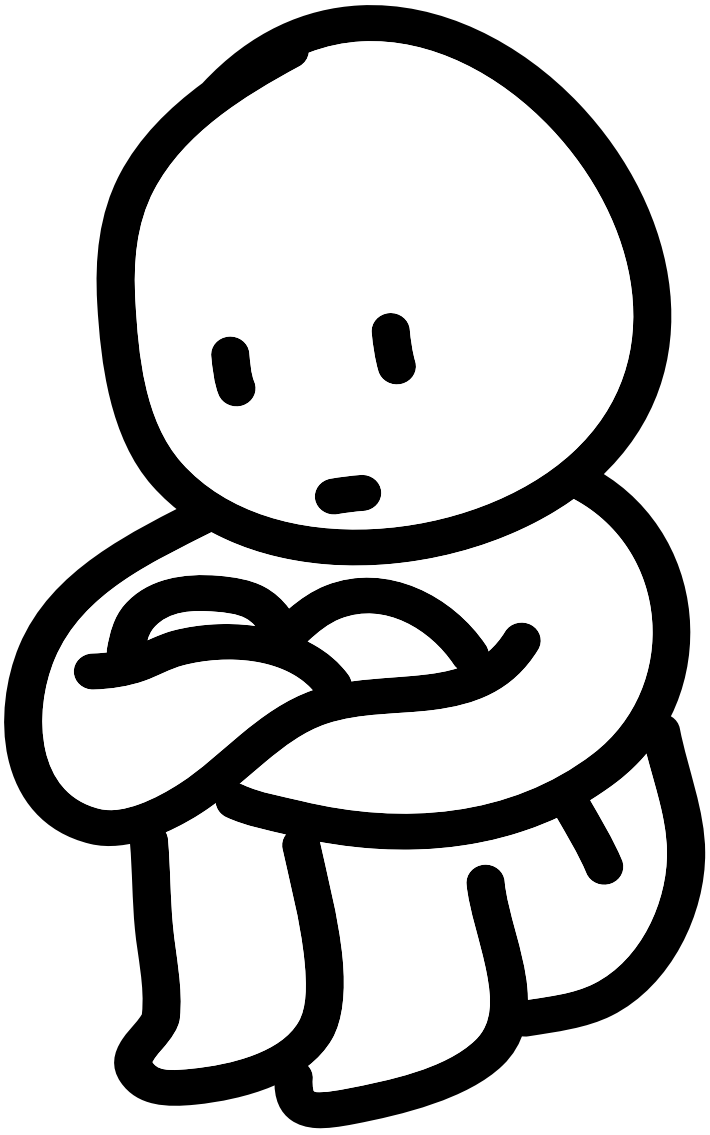
A friend looks sad



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Mum or Dad needs to sort the washing out



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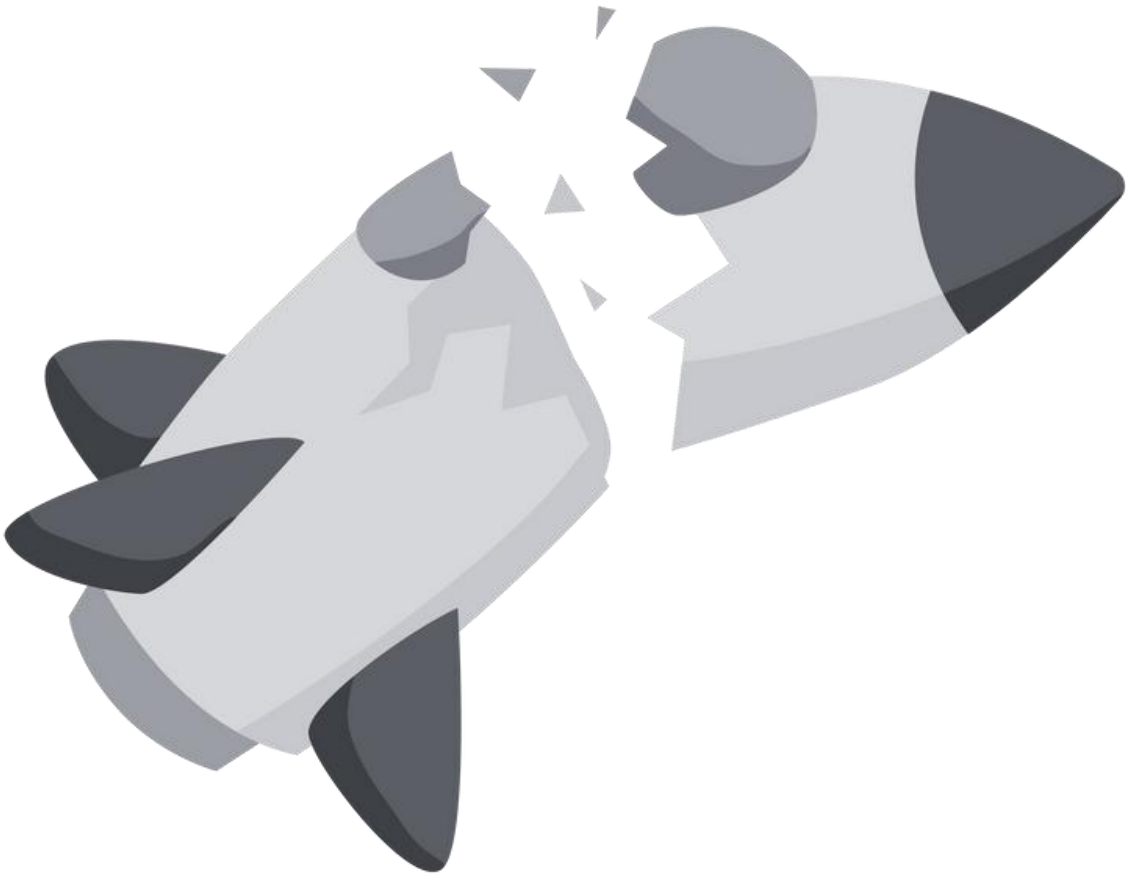
Your friend’s toy gets broken



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