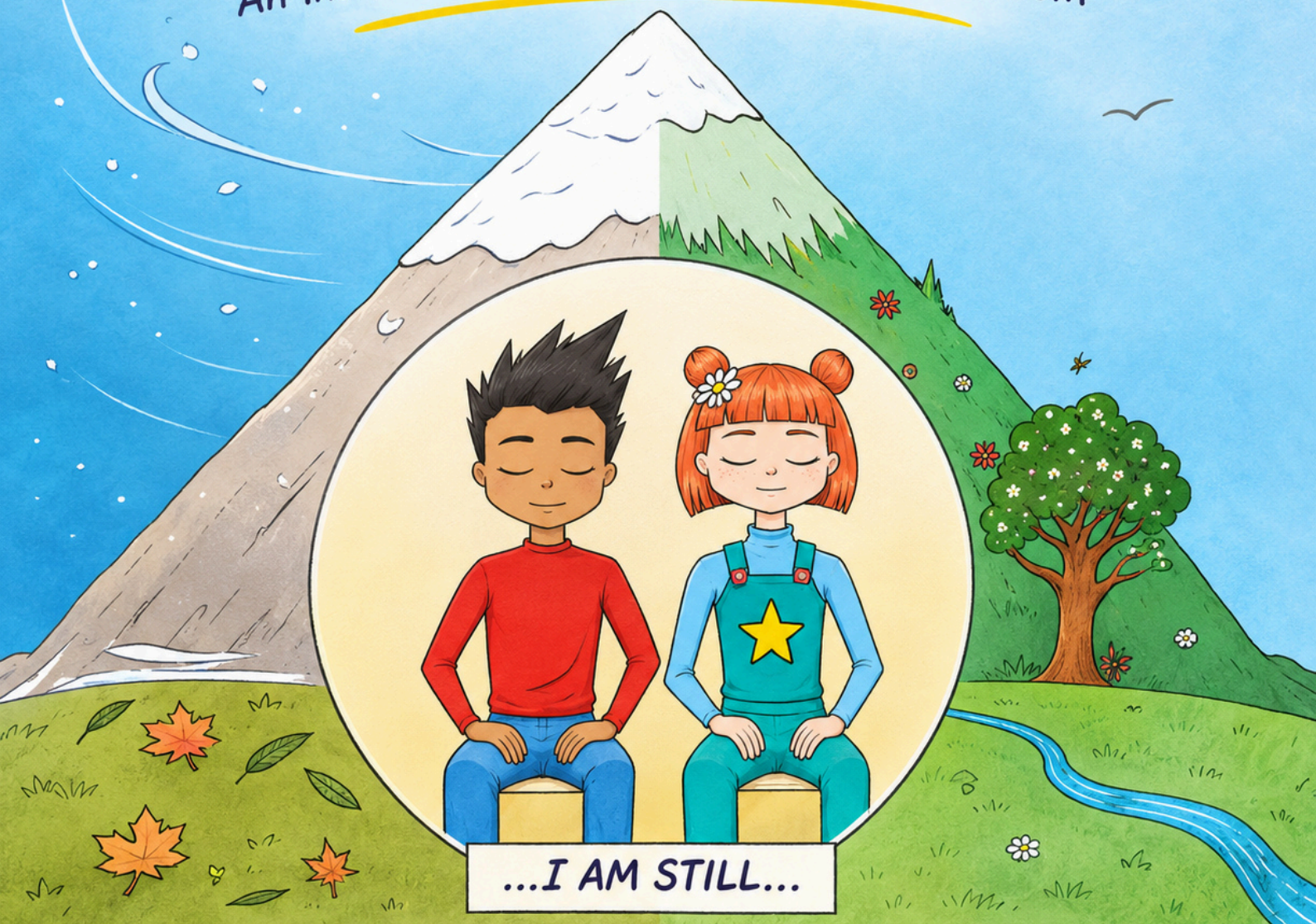
The Mindful Heart

An Introduction to Mindfulness in the Classroom



Comics and Worksheets Samples

Third to Sixth Class

THE MINDFUL HEART

Comics & Worksheets Samples

Third to Sixth Class

This booklet contains a selection of original illustrated comics and worksheets from The Mindful Heart, followed by examples of the teacher guidance available in the supporting online programme. The comics and worksheets are arranged in activity order.

Activities included

01 The Mind Jar

02 Calming the Mind

03 Awareness of the Body

04 The Worry Monster

05 The Gratitude Tree

06 The 'Here and Now'

07 The Everything Belongs Heart

08 Being a Friend to Our Emotions

09 Wishing Well

10 The Mountain

Lesson plans & full resources

All lesson plans and content not included in this sample booklet are available in the published hard-copy book or through the full Mindful Heart online programme. The final section provides samples of the online course teaching resources.

Buy the full online programme

creative-mindfulness.com/course/the-mindful-heart-course

Explore the published curriculum

creative-mindfulness.com/the-mindful-heart-curriculum

THE MINDFUL HEART METHOD

Welcome to The Mindful Heart Method

A Mindfulness-Based Programme for Schools

The Mindful Heart Method is a school-based mindfulness and self-compassion programme developed as part of the Creative Mindfulness framework. Grounded in years of work with children, teachers and wellbeing practitioners across Ireland, it brings simple, accessible practices into the daily life of the classroom—supporting emotional wellbeing, attention, connection, and kindness.

What makes The Mindful Heart Method unique is its dual focus: it's designed not just for the benefit of children, but as a shared journey that includes teachers too. It's about presence, not performance. It's about practice, not perfection.

Why It Matters

In today's classrooms, many children are navigating stress, anxiety, emotional overwhelm, or difficulty with focus and relationships. Teachers, too, are under increasing pressure and are often in need of spaces that support their own mental health and inner steadiness.

The Mindful Heart Method offers a way to meet these challenges with warmth and integrity. Through age-appropriate mindfulness and self-compassion activities, children learn to recognise what they feel, to respond kindly to difficult emotions, and to support one another with care. At the same time, teachers are encouraged to use the same tools—not only to guide students but to ground and care for themselves.

A Shared Practice

Each lesson includes structured, creative practices that centre around themes like awareness, emotional literacy, and self-kindness. But more importantly, the method emphasises shared participation. The teacher is not a distant expert but a fellow human being practising alongside the children.

In each classroom using The Mindful Heart Method, a Mindfulness Space is created—a small, visible corner that grows with each lesson. Children add tools, visuals, and simple reminders. It becomes a quiet anchor throughout the day. But it is just as much for the teacher as for the pupils. Teachers are invited to return to this space too, to pause and reconnect with their own practice.

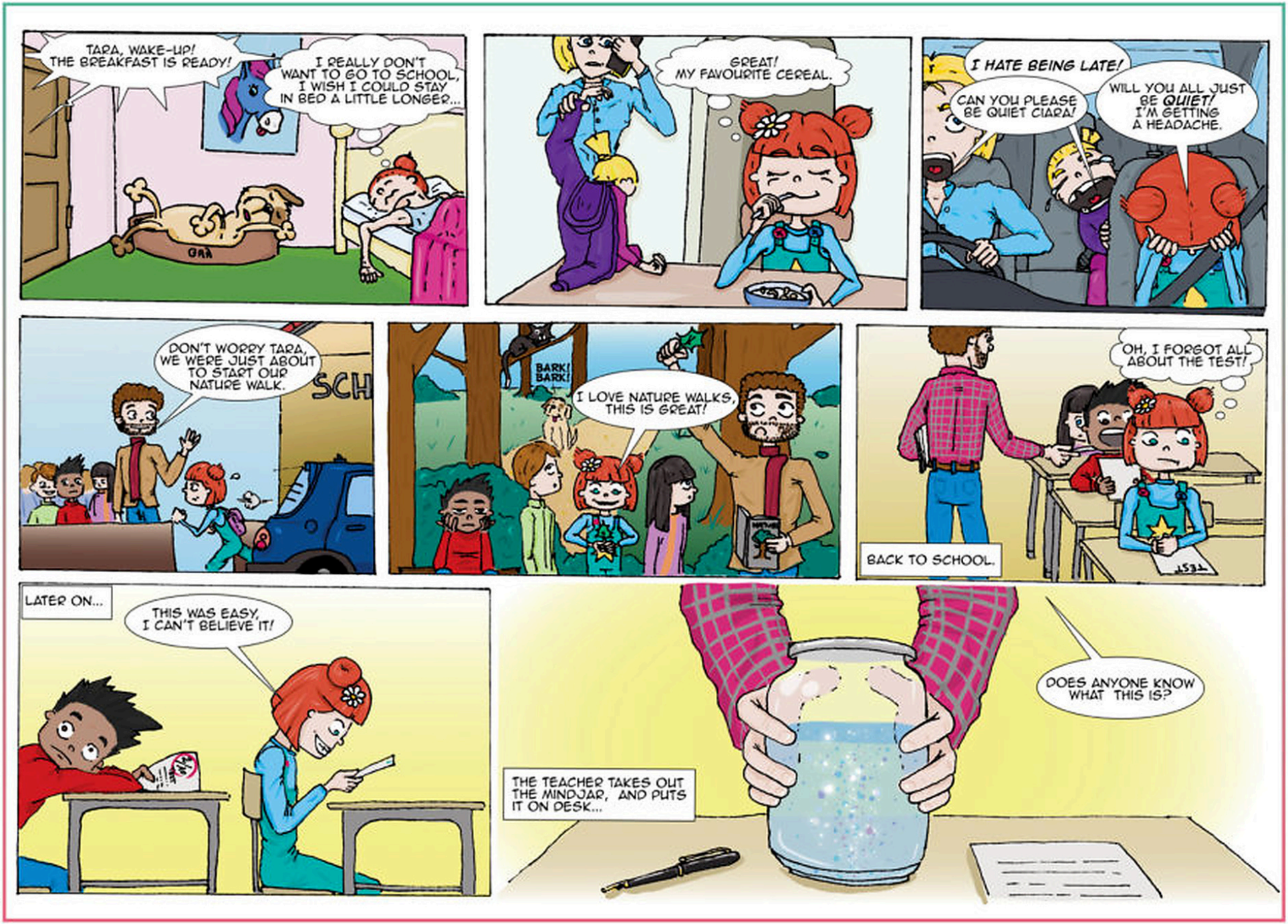
The more the teacher embodies the practice—not by being calm all the time, but by noticing, reflecting, and returning with kindness—the more the students feel that mindfulness is real, relevant, and something they too can trust.

The Path Forward

The Mindful Heart Method is designed to be integrated into the rhythm of school life, not as something extra or optional, but as something foundational. These are life skills—not quick fixes. With time, repetition, and care, they become part of the culture of the classroom and the heart of the school.

By taking part in this programme, you are helping to plant seeds of resilience, presence, and compassion in your school community. These seeds grow quietly, but their impact is lasting.

Welcome. We're so glad you're here.


TARA, WAKE-UP! THE BREAKFAST IS READY!
I REALLY DON'T WANT TO GO TO SCHOOL, I WISH I COULD STAY IN BED A LITTLE LONGER...
GRR
GREAT! MY FAVOURITE CEREAL.
I HATE BEING LATE!
CAN YOU PLEASE BE QUIET CIARA!
WILL YOU ALL JUST BE QUIET! I'M GETTING A HEADACHE.
DON'T WORRY TARA, WE WERE JUST ABOUT TO START OUR NATURE WALK.
SCH
BARK! BARK!
I LOVE NATURE WALKS, THIS IS GREAT!
OH, I FORGOT ALL ABOUT THE TEST!
BACK TO SCHOOL.
LATER ON...
THIS WAS EASY, I CAN'T BELIEVE IT!
THE TEACHER TAKES OUT THE MINDJAR, AND PUTS IT ON DESK...
DOES ANYONE KNOW WHAT THIS IS?

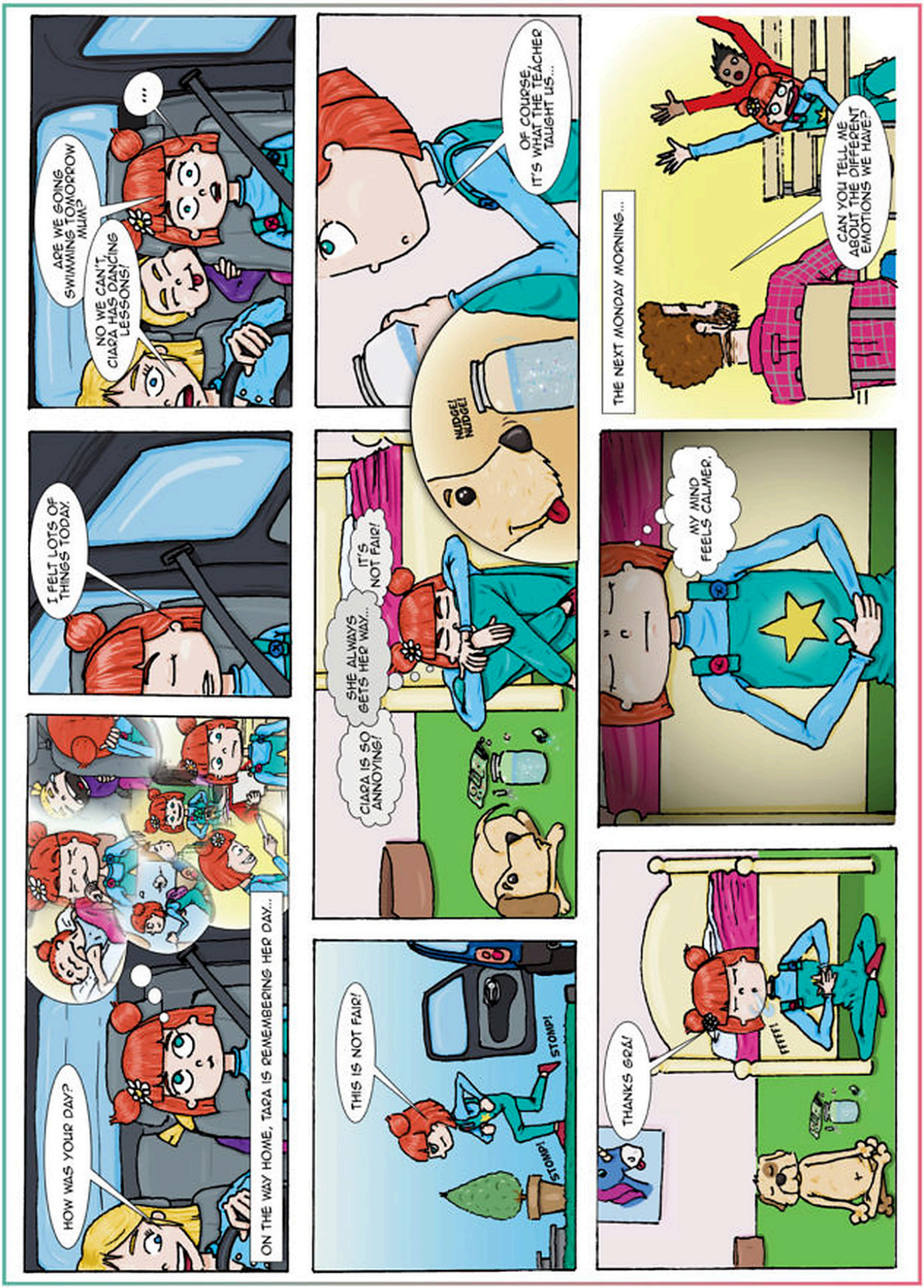

OH YES! IT'S FRIDAY!
SCRATCH SCRATCH
STOP ANNOYING ME HARRY!
THIS TEST IS GOING TO BE SO EASY!
MATH
TODAY CHILDREN, WE WILL HAVE A NATURE WALK BEFORE STARTING LESSONS.
OH NO, I DON'T LIKE THIS...
SC
MEOOOW!
THIS IS SO BORING!
OH, THIS IS WEIRD. IT'S DIFFERENT TO WHAT I STUDIED.
BACK TO SCHOOL.
LATER ON...
THIS ISN'T FAIR, WHAT WILL I TELL DAD?
MATH TEST
JUST AFTER...
NOW LET'S LOOK AT THE MIND JAR.

Activity 2: Calming the mind

3rd/4th

In the comic book, draw the story of a time when you had a busy mind. Include the thoughts and feelings that you had.

Tara's Thoughts and Feelings



WHAT A BAD WEEK. MY BROTHER IS ALWAYS ANNOYING ME. AND I FAILED THE MATH TEST...
IN THOMAS' BEDROOM
...HE STOLE MY TOAST AGAIN THIS MORNING...
HEY!
SNAP!
...SHOWING OFF, HOW HE IS DOING BETTER THAN ME...
SHCRUMP! SHCRUMP!
...I AM WORRIED ABOUT WHAT MY DAD WILL SAY...
MATH TEST
SORRY..
WHAT!
...I HAVE SO MUCH IN MY MIND, ALL THESE WORRIES...
THE WORRIES ARE GETTING BIGGER, I FEEL A TIGHTNESS IN MY CHEST.
FFFFF!
PRACTICING HIS BREATHING
WOW...MY MIND FEELS CLEARER. MY CHEST STILL FEELS A BIT TIGHT THOUGH.
DOES ANYONE KNOW WHAT WE CAN DO WHEN WE HAVE WORRIES?
MONDAY AT SCHOOL

3rd/4th

In the comic book, draw or write about a time when you had a worry. Include your thoughts, feelings and how you felt in your body.

5th/6th

In the diary page, write about a time you had a worry. Include your thoughts, feelings and how you felt in your body.



YOU'RE VERY QUIET TARA, ARE YOU OKAY?
WHY IS MY MUM ALWAYS BOTHERING ME, ASKING HOW I AM...
ON THE WAY TO SCHOOL
YOUR BIRTHDAY IS COMING UP SOON, WOULD YOU LIKE TO GO TO SEE A FILM IN THE CINEMA WITH YOUR FRIENDS AGAIN?
I WANT TO GO TO THE CINEMA TOO!
NO! YOU'RE TOO YOUNG YOU CAN'T COME.
WHY IS CIARA ALWAYS TRYING TO FOLLOW ME EVERYWHERE, SHE IS SO ANNOYING.
...
STOP IT GRA! YOU'RE ANNOYING!
SCHLURP!
LATER AT SCHOOL
LIFE IS SO HARD, WHY DOES EVERYONE HAVE TO BE SO ANNOYING
OKAY EVERYONE. I WANT YOU TO THINK OF ALL OF THE THINGS THAT MAKE YOU FEEL REALLY HAPPY AND WRITE THEM DOWN.
I FEEL HAPPY WHEN MY MUM LOOKS AFTER ME WHEN I GET HURT.
I FEEL REALLY HAPPY WHEN I CUDDLE WITH GRA!
I FEEL REALLY HAPPY WHEN I PLAY WITH CIARA.
OK SO THE THINGS THAT MAKE US FEEL HAPPY ARE THE THINGS THAT WE FEEL GRATEFUL FOR.
Gratitude Tree

3rd/4th

In the comic book, draw the story of a time when you were grateful. Include your thoughts, feelings and what you felt in your body.

5th/6th

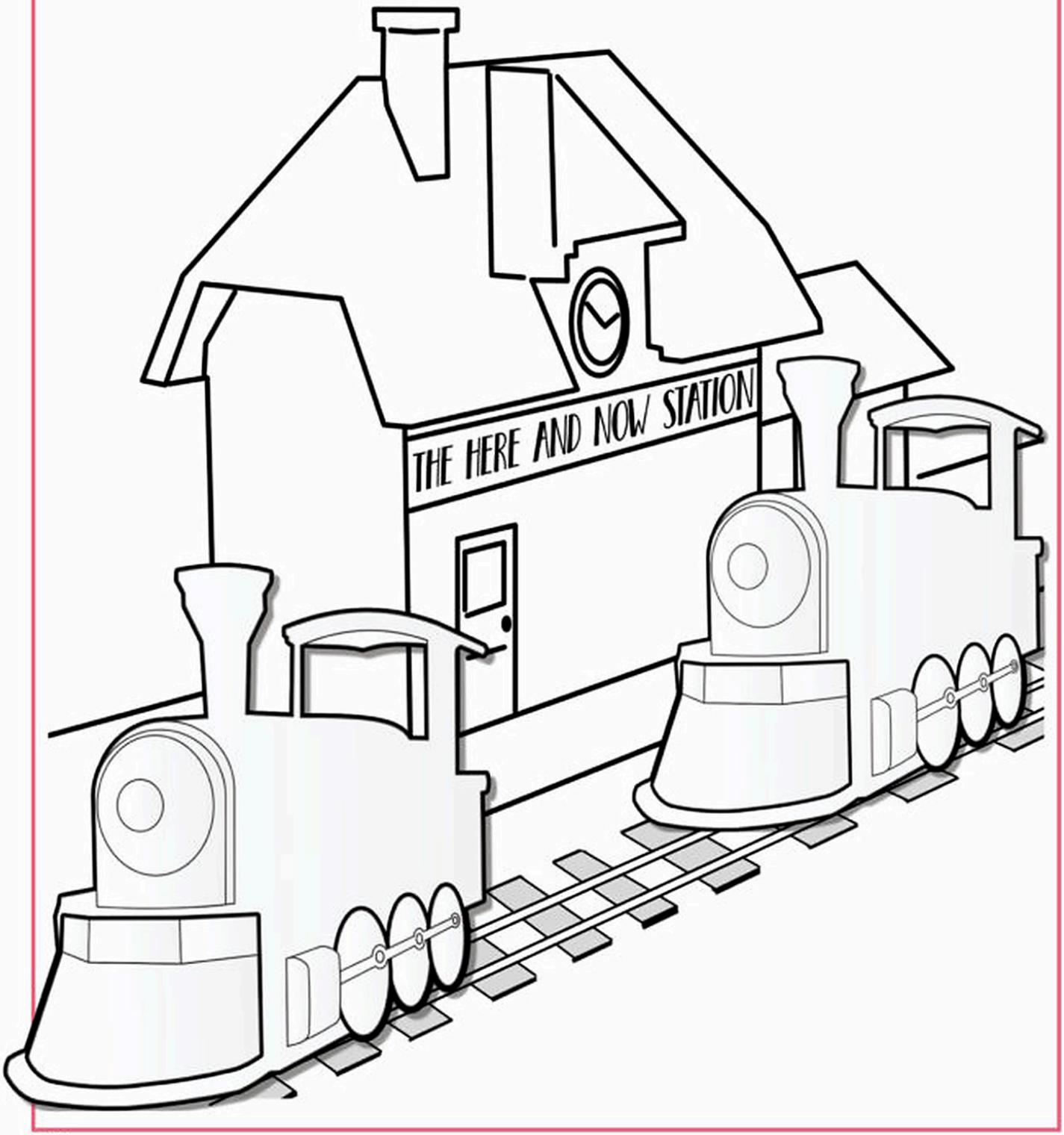
In the diary page, write the story of a time that you were grateful. Include your thoughts, feelings and what you felt in your body.

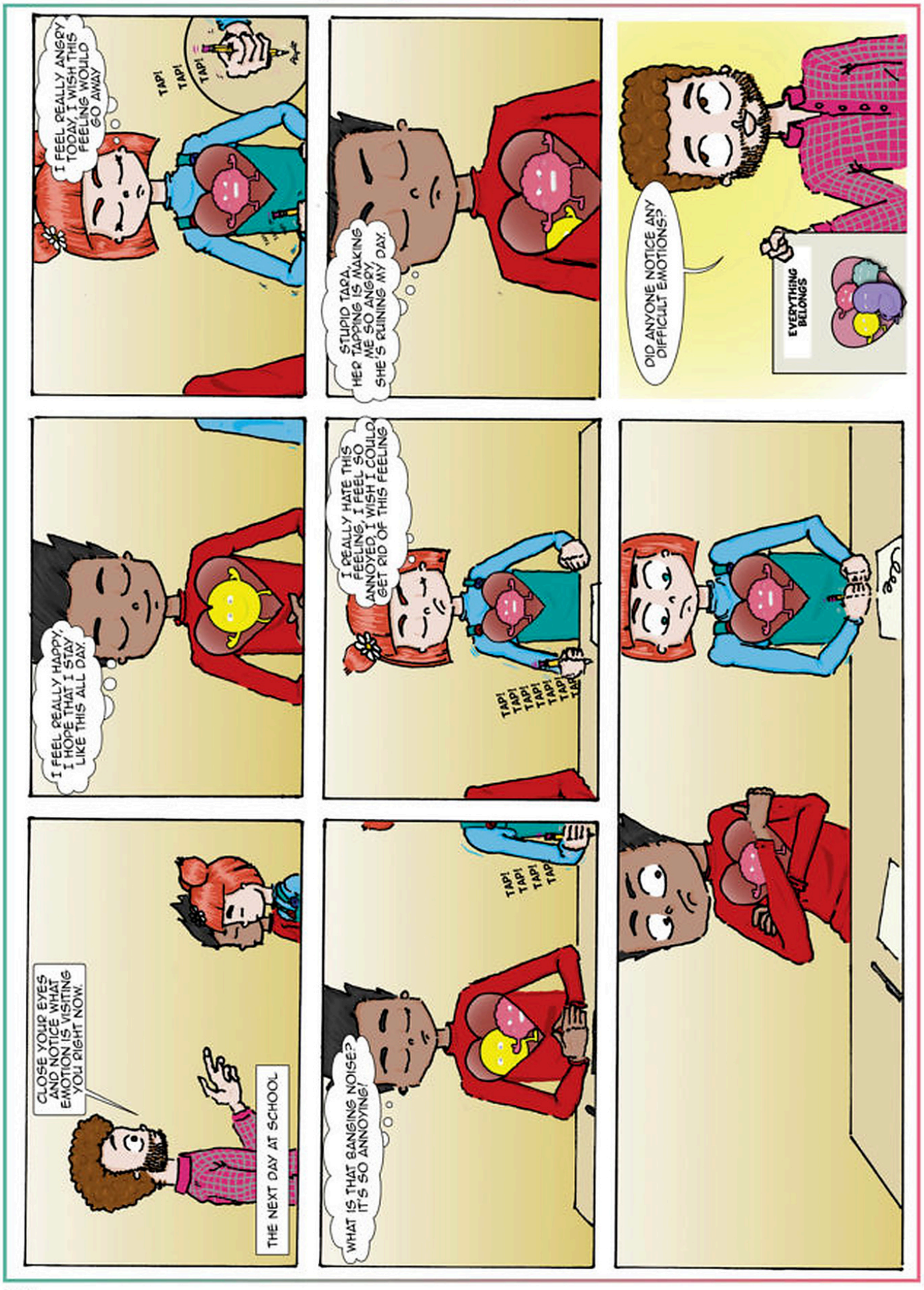


THE NEXT DAY AT SCHOOL
MINDFULNESS CORNER
TODAY WE WILL TALK ABOUT WHAT WE CAN SEE, HEAR, AND FEEL IN THE HERE AND NOW. CAN YOU MAKE GROUPS OF TWO?
IN THE HERE AND NOW I HEAR THE BIRDS SINGING, I FEEL THE CHAIR UNDERNEATH...
IN THE HERE AND NOW I SEE MY FRIEND PLAYING, I FEEL MY CHEST MOVING...
OKAY NOW LET'S SEE IF WE CAN LISTEN TO WHAT IS HAPPENING INSIDE. CAN YOU NOTICE ANY THOUGHTS IN YOUR MIND? CAN YOU FEEL ANY EMOTIONS IN YOUR BODY?
I FEEL FEAR IN MY HEART AND ALSO I FEEL A BIT SAD AND ANGRY.
I FEEL A BIT WORRIED BUT HAPPY AND EXCITED AT THE SAME TIME.
SO, TELL ME, WHAT EMOTION IS VISITING YOU NOW?

5th/6th

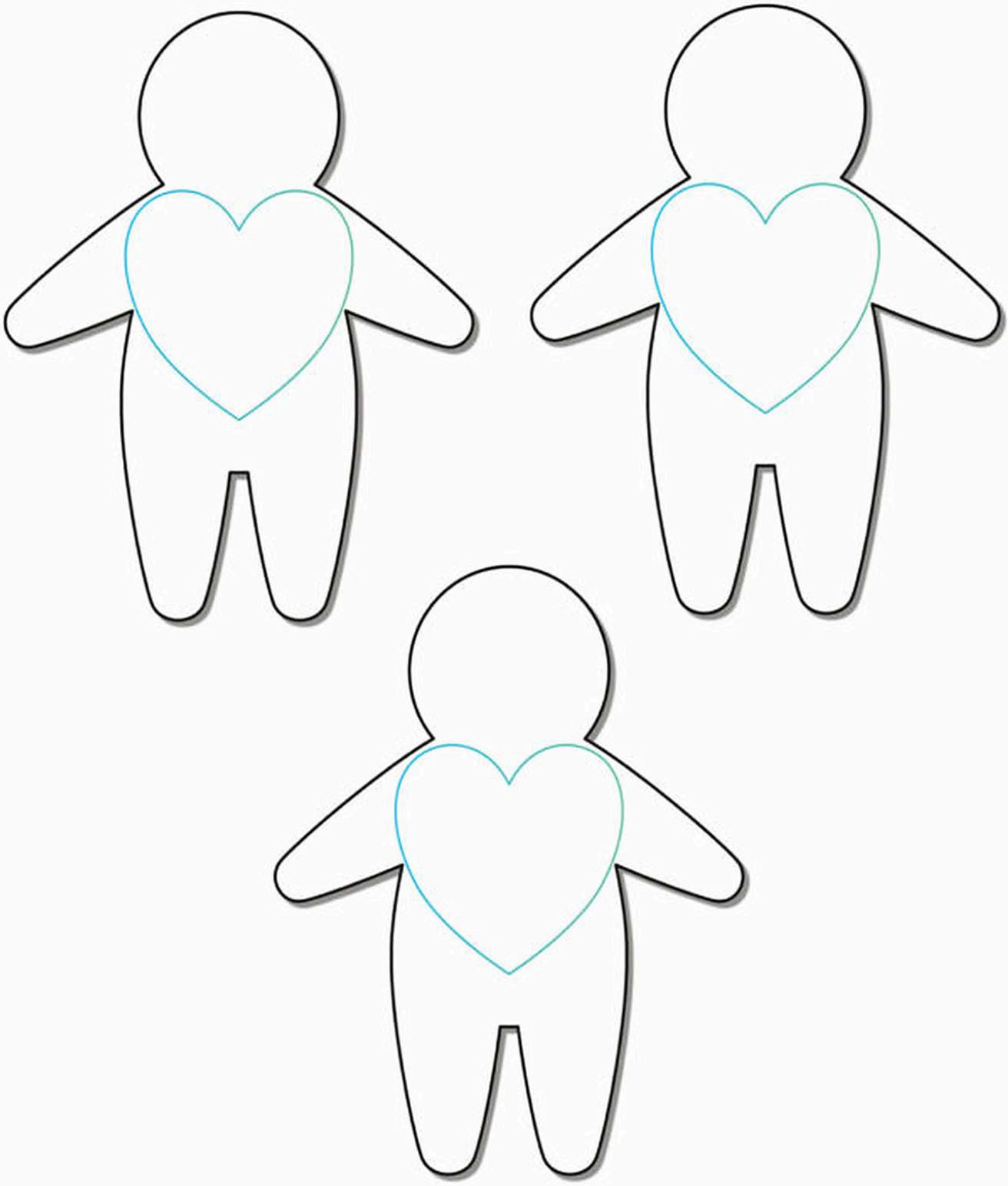
In the trains below, draw or write any thoughts you are having right now. In the station, write or draw some ways to come back to the 'Here and Now'.




THE NEXT DAY AT SCHOOL
CLOSE YOUR EYES AND NOTICE WHAT EMOTION IS VISITING YOU RIGHT NOW.
I FEEL REALLY HAPPY, I HOPE THAT I STAY LIKE THIS ALL DAY.
I FEEL REALLY ANGRY TODAY, I WISH THIS FEELING WOULD GO AWAY
TAP! TAP! TAP!
WHAT IS THAT BANGING NOISE? IT'S SO ANNOYING!
TAP! TAP! TAP! TAP!
I REALLY HATE THIS FEELING, I FEEL SO ANNOYED, I WISH I COULD GET RID OF THIS FEELING
TAP! TAP! TAP! TAP! TAP! TAP!
STUPID TARA, HER TAPPING IS MAKING ME SO ANGRY, SHE'S RUINING MY DAY.
DID ANYONE NOTICE ANY DIFFICULT EMOTIONS?
EVERYTHING BELONGS
Love

3rd/4th

In the hearts of the children, write, draw or colour the different feelings that we all have.



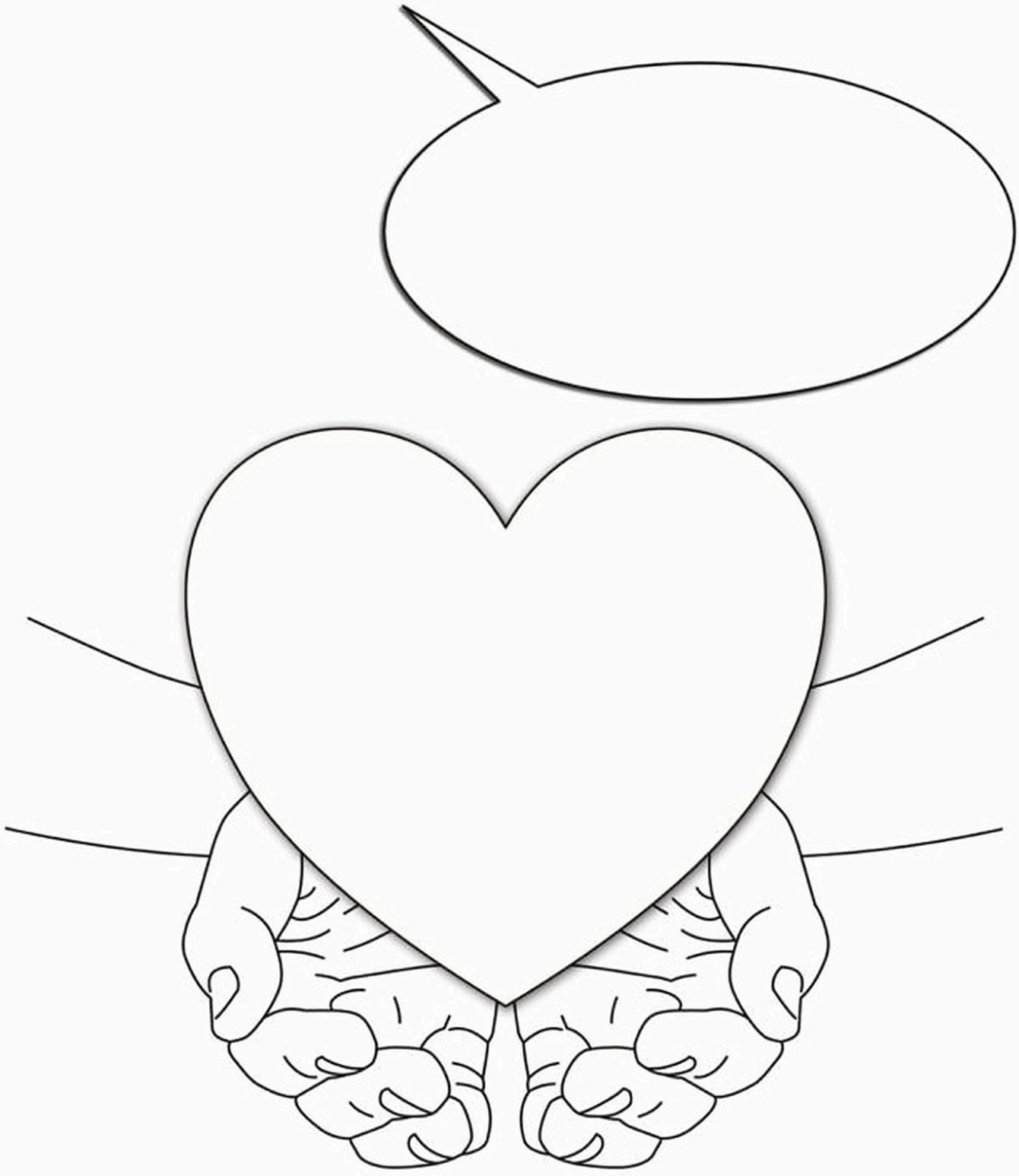
5th/6th

In the diary page, write about the different feelings you have had today. Remember that all your feelings are OK to have.

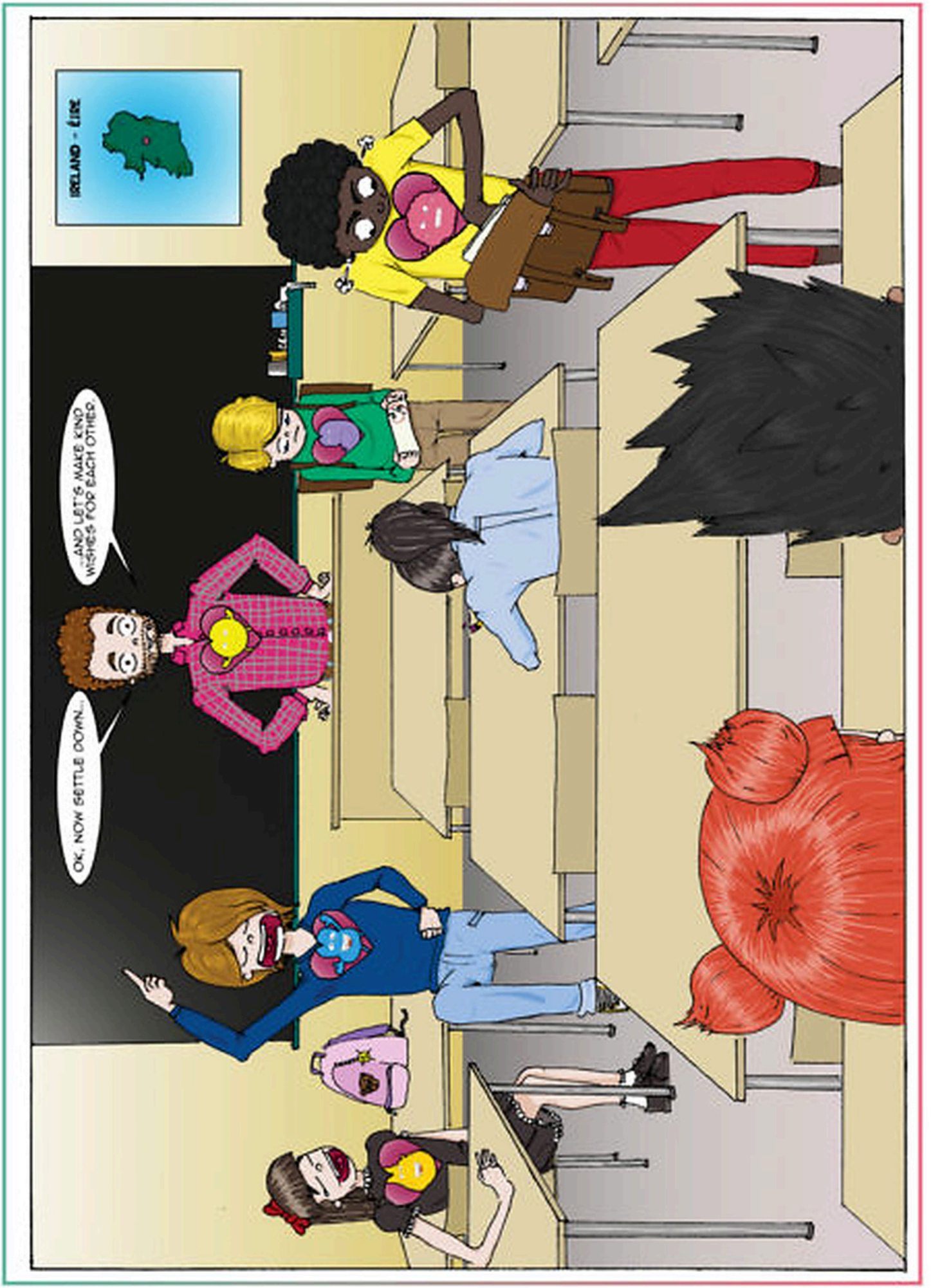


AT BREAK TIME...
?!
POK!
...
SCHOOL
HEY, YOU DID THAT ON PURPOSE TARA! YOU ARE SO ANNOYING!
I WAS ONLY TRYING TO HELP. WHY IS THOMAS BEING SO MEAN TO ME?
I FEEL SO ANGRY, MY CHEST FEELS SO TIGHT.
MY CHEST IS HEAVY...
...
...
EVERYTHING BELONGS
EMOTIONS
BACK IN THE CLASSROOM
DOES ANYONE KNOW WHAT TO DO WHEN YOU NOTICE A DIFFICULT EMOTION?

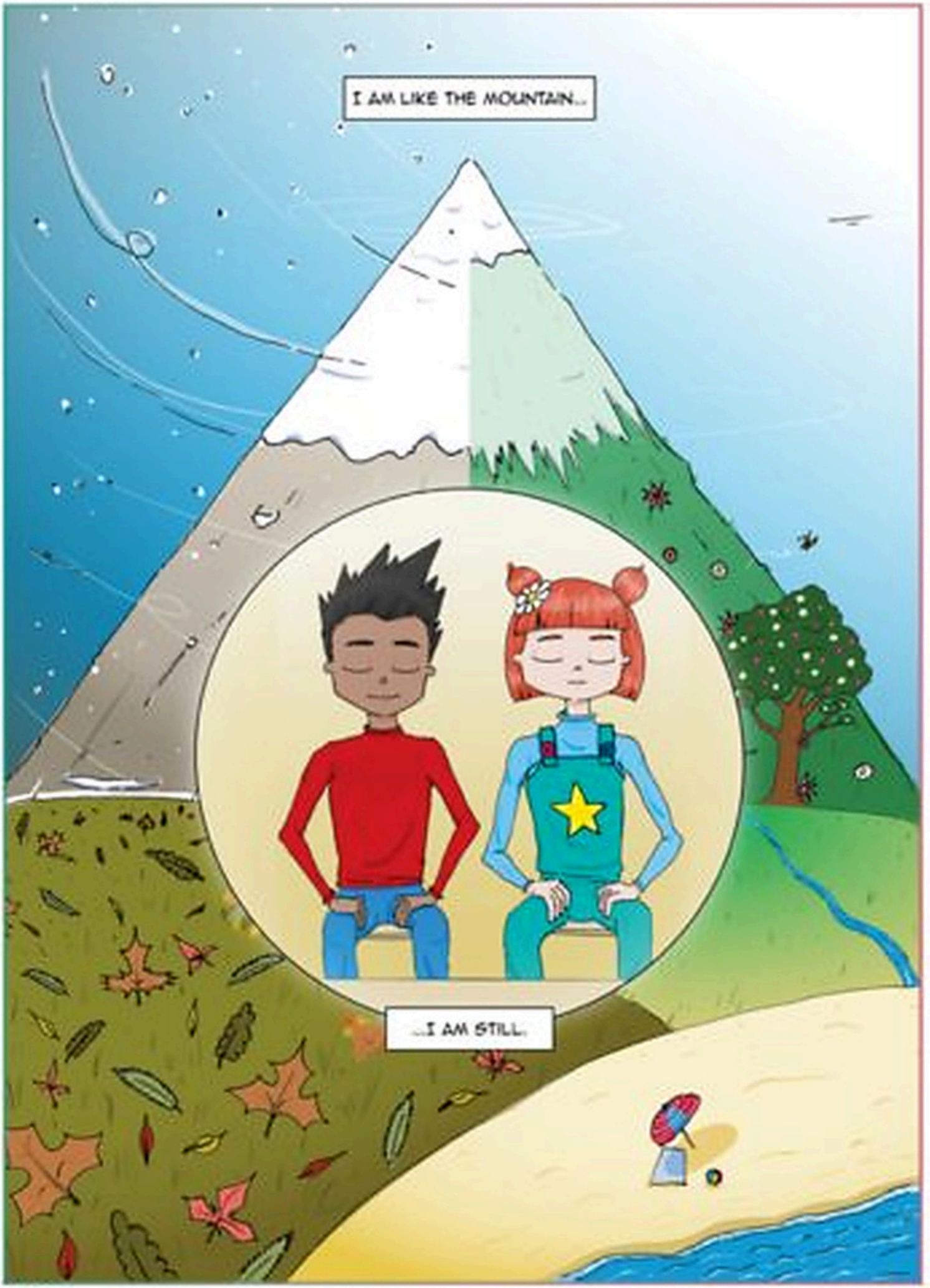
In the heart below, write, draw or colour what feeling or feelings are visiting you right now. Can you think of some kind words you could say to your feeling? Write the kind words in the speech bubble.




ACTUALLY I'M STILL FEELING SAD ABOUT WHAT YOU SAID TO ME YESTERDAY, AND WHAT ARE YOU SO ANGRY ABOUT?
MINDFULNESS CORNER
THE NEXT DAY AT SCHOOL
...
WHAT ARE YOU SO WORRIED ABOUT?
MINDFULNESS CORNER
WELL YOU WERE TRYING TO ANNOY ME ALL WEEK!
TAP! TAP! TAP! TAP! TAP!
POW!
NO I WAS HAVING A HARD TIME AND YESTERDAY I WAS TRYING TO HELP. IT WAS AN ACCIDENT!


IRELAND - ÉIRE
OK, NOW SETTLE DOWN...
...AND LET'S MAKE KIND WISHES FOR EACH OTHER.


THE LAST DAY OF SCHOOL
CLOSE YOUR EYES AND BEGIN TO NOTICE YOUR BREATHING...
...IN YOUR MIND CAN YOU IMAGINE A MOUNTAIN...
...IN SUMMER THE SUN SHINES ON THE MOUNTAIN, EVERYTHING IS BRIGHT AND BEAUTIFUL...
MAY YOU BE HAPPY.
...IN AUTUMN, THERE ARE CHANGES EVERYWHERE AND THE LEAVES FALL OFF THE TREES...
...IN WINTER, IT IS COLD AND DARK ON THE MOUNTAIN...
...IN SPRING, THERE IS NEW LIFE ON THE MOUNTAIN, BUDS APPEAR ON THE TREES AND PLANTS START TO FLOWER...
MINDFULNESS CORNER


I AM LIKE THE MOUNTAIN...
...I AM STILL.



How the Mind Jar Lesson Supports the SPHE Curriculum (3rd and 4th Class)

The Mind Jar lesson introduces children to the concept of a "busy mind" using the story *Tara's Day* and a creative visual metaphor (a jar filled with glitter). It helps children observe, name and reflect on thoughts, feelings and memories in a calm, inclusive environment. These experiences map directly to a range of objectives in the SPHE curriculum for 3rd and 4th classes across several strands.

Strand: Myself
Strand Unit: Self-identity – Self-awareness
The use of the story, visual metaphor and group reflection supports the following outcomes:
– *Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities*
– *Identify personal preferences, dreams for the future, and hopes*
– *Realise that each person has a unique contribution to make to various groups, situations and friendships*.
By inviting students to reflect on what Tara may be feeling, and then reflect on their own internal experiences, the activity strengthens self-awareness and appreciation of individuality.

Strand Unit: Self-identity – Developing self-confidence
The lesson supports children in *reflecting on their own learning and experiences* and *expressing personal opinions, feelings, thoughts and ideas with growing confidence*.
The use of creative expression, followed by optional sharing, helps children build comfort in discussing emotional experiences, recognising that everyone has complex inner lives.

Strand Unit: Growing and Changing – Feelings and Emotions
This is a central strand unit for the lesson. The following objectives are directly addressed:
– *Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed*
– *Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner*
– *Explore how feelings can influence one's life*
– *Recognise how real feelings can sometimes be hidden from others*.

The use of colour-coded glitter, sequins and beads provides a visual and tactile way to externalise and explore inner experience. Linking this with discussion and breath-based grounding builds emotional regulation skills.

Strand Unit: Taking Care of My Body – Health and Wellbeing
The breath and body awareness aspect of the activity supports children in *developing strategies to cope with various worries or difficulties*, such as school stress, interpersonal tension or emotional overwhelm.
These strategies are linked with a broader understanding of wellbeing, including quiet time, emotional awareness, and stress reduction.

Strand: Myself and Others
Strand Unit: Relating to Others – Communicating
The reflective group discussion and open-ended questions support the development of emotional language, listening, and respectful communication:
– *Express and record experiences, opinions, feelings and emotions in a variety of ways*
– *Listen, hear and respond to what is being said by others*
– *Use verbal and non-verbal communication to express understanding and appreciation*.

Strand Unit: Relating to Others – Resolving Conflict
The normalisation of complex emotions and the emphasis on not needing to "fix" feelings immediately introduces children to foundational ideas around pausing, reflecting and self-regulating—skills that support healthy conflict resolution over time.

Strand: Myself and the Wider World
Strand Unit: Developing Citizenship – My School Community
The shared experience of creating mind jars and discussing common emotional experiences fosters:
– *Appreciation for the contributions of others in the class*
– *Engagement in group activities that require sharing, co-operation, and listening*.

The lesson also supports classroom culture by reinforcing that each student's feelings and experiences are valid, important, and worthy of care and attention.

Step-by-Step Guide – 3rd to 6th Class

Mindfulness Activity 8: Being a Friend to Our Emotions

Introduction – Begin with Mindfulness
Begin again with a short mindfulness activity such as awareness of the breath, a body scan, or a grounding exercise. Invite students to take a few calm breaths and notice what is present for them.

Introduction – Lead-in
Students read Comic 8. After reading, check their understanding:
– What was happening for Thomas and Tara in the story?
– What feelings were visiting them?
– Did they notice those feelings straight away, or only later in the mindfulness space?

Ask students what emotions they are feeling now, and whether they know why those feelings are visiting. Explore the idea of empathy: Did Thomas and Tara understand each other's emotions? How might empathy have changed their interaction?



What are we learning?

Sometimes we have difficult thoughts and emotions

We can be kind to our emotions and treat them like our friends

We can be kind to ourselves and talk to ourselves like we would to our friend

Other people have difficult emotions just like us, sometimes we might not know if someone is not feeling good

Group Activity 8 – Story: Difficult Feelings
Read the story Difficult Feelings aloud. Pause at points to ask:
– What do you think Thomas is feeling in this moment?
– What is happening for Tara?
– Have you ever had a misunderstanding like this where feelings got stronger quickly?

This helps students link their own experiences with the story.

Modelling Self-Reflection
Preparation: Have the Heart House and emotion characters ready.

Hold the Heart House in your hand and say:
"These are the feelings that have visited my Heart House today." Place the emotions inside as you name them.

Ask the students:
– What could we say to an emotion when it visits?
– How can we be a friend to ourselves when we feel upset, sad, or angry?

Show that emotions move on: after removing the emotion, ask "Has the Heart House changed?" Emphasise that our hearts are big enough to let all feelings come and go without changing who we are.

Connect this to mindfulness practice: noticing the breath helps us settle when feelings are strong. Remind students that everyone has emotions inside, even when we can't see them — so it is important to treat others with kindness.

Group Practice – Difficult Day Meditation
Guide students through the meditation or use the recorded audio.

Key prompts:
– Notice how your body, mind, and emotions feel right now.
– Place your hand on your heart and say: "It is okay to feel the way I do. All my feelings are okay."
– Remember that many other children feel the same — you are not alone.
– Imagine a kind friend sitting with you. What words would this friend say to you?
– Now, see if you can become that friend to yourself. Whisper kind words such as:
"It's okay to have a hard day. I am just right as I am. Tomorrow will be a better day."

End by inviting students to notice how they feel now, compared with the beginning of the meditation.

Creative Expression
Students reflect on their own difficult emotions and how they can be a friend to themselves.

Options:
*– **Emotion Characters**: Draw emotions on card or paint them on small stones. Students practise*

holding an emotion and saying kind words to it.
*– **Role Play**: In small groups, students each hold an emotion character (hidden at first). They reveal it to the group, and others practise responding with empathy and kindness: "That must be difficult for you. I've felt like that too."*
*– **Group Reflection**: Discuss together:*
– Are we as kind to ourselves as we are to our friends?
– How can we be better friends to our emotions?
– What kind words can we use with ourselves?



Closing Reflection
Remind the class:
"Our Heart House is big enough for whatever emotions come to visit. All feelings pass in time, and we can always be kind to ourselves while they are here. When we are kind to ourselves, it becomes easier to understand and care for others too."

Step-by-Step Teacher Guide: Mindfulness Activity 9 – Wishing Well

1. Begin with Mindfulness (5 minutes)
Invite the children to get settled on the floor or in their chairs. Begin with a short breathing practice or a familiar mini mindfulness activity.

You might say:
"Let's put one hand on our belly and feel our breath. Breathing in… and breathing out… Let's take three soft breaths together."

Keep this light and relaxed.

2. Read Story 9: "Seeing Our Hearts" (5–10 minutes)
Read the story aloud. You can show the comic visuals as you read or afterwards. Take your time so the children can picture what is happening for Tara and Thomas.

3. Check Understanding (5 minutes)
After the story, ask simple questions:
– What happened in the story?
– What was Tara doing at the mindfulness corner?
– What did Thomas think Tara was doing on purpose?
– What changed when they talked?
– What did they realise at the end of the story?

Bring in the key insight:
"Did they notice that everyone has feelings in their hearts, just like them?"

4. Bring It to Their Own Experience (3–5 minutes)
Invite children to check in with their own hearts.

You might say:
"Do you think we all have feelings in our hearts?"
"What feelings are in your heart right now?"

Children can answer out loud, quietly to themselves, or by simply noticing.

5. Introduce the Idea: Everyone Wants to Be Well (5 minutes)
Invite reflection on a shared truth:
– Do you want to feel happy?
– Do you think other people want to feel happy too?
– Do you think everyone wants to feel safe and healthy?

Explain simply:
"Even when people act grumpy or unkind, inside they still want to feel happy and safe, just like we do."

6. Explain "Wishing Well" (5 minutes)
Ask:
– What does it mean to wish others well?

Explain:
"It means we hope good things for someone. We hope they feel happy and peaceful."

Ask:
– What does it mean to wish ourselves well?

Explain:
"It means we hope good things for ourselves too. We can be kind to our own hearts."

Invite children to notice how it feels inside when we make kind wishes.

7. Model the Wishing Well (5–10 minutes)
Preparation: Have the Wishing Well and star cutouts ready.

Briefly share a simple example of being hard on yourself and how kindness helps. Keep it age-appropriate and light.

Then model the practice:
Hold up a star and say:
"Now I'm going to make a kind wish for you."
Say the wish out loud and place the star into the Wishing Well.

Hold up another star and say:
"Now I'm going to make a kind wish for myself."
Say the wish out loud and place it into the Wishing Well.

Ask:
– How do you think it feels inside when we make kind wishes?
– Do you notice anything in your heart or body?

8. Group Practice: Loving Kindness Meditation (5–7 minutes)
Invite the children to sit comfortably or lie down if that works in your room. Use the provided script or audio.

Keep your tone warm and steady. If children get distracted or fidgety, continue calmly without correcting them. It helps if you practise alongside them.

9. Creative Expression: Stars for Kind Wishes (10–15 minutes)
Give students star cutouts.

Guide them:
“Hold the first star and make a kind wish for your family.”
“Hold the second star and make a kind wish for your friends.”
“Hold the third star and make a kind wish for yourself.”

Invite them to draw or write their wishes on the stars.

Ask them to notice:
“How does it feel inside when you wish yourself well?”
“How does it feel inside when you wish others well?”

Invite students to place their stars in the classroom Wishing Well.

Optional follow-up:
Ask if anyone would like to share one kind wish out loud. Remind them sharing is always a choice.

Teacher Tip:
This lesson helps children discover that kindness changes how we feel inside, and that everyone has feelings in their hearts. Your calm presence and your willingness to model kindness towards yourself makes the practice real and meaningful.

Mindfulness Space Reflection and Follow-up: The Wishing Well

The Mindfulness Space now becomes a home for the Wishing Well, offering children and the teacher a shared place where kindness, care and goodwill can be practised and returned to again and again. By placing the Wishing Well, the stars and the children's wishes in this space, the classroom gains a living reminder that kindness towards ourselves and others is something we can cultivate every day. The space helps weave the lesson into daily classroom life, showing that wishing well is not just something we do in a lesson, but a way of meeting ourselves and others with warmth and understanding.



For Students

Encourage students to visit the Mindfulness Space whenever they notice strong emotions or when they want to offer kindness to themselves or someone else. They might pause at the Wishing Well, take a breath, and silently make a kind wish such as “May I be happy,” “May my friend feel better,” or “May everyone feel safe today.”

Students can use the stars to write or draw kind wishes and place them into the Wishing Well, noticing how it feels inside when they offer goodwill. Over time, the Wishing Well can become a trusted place where children learn that everyone wants to feel happy and safe, and that kindness helps us feel more peaceful and connected.

The space can also hold reflections, drawings, or diary entries for older pupils, capturing moments when they noticed kindness in themselves or others. These small rituals help deepen their understanding that compassion is something we can practise and grow.

For the Teacher

Notice what it is like for you to hold this space in the classroom. What do you feel as you guide children to wish themselves and others well? Are there moments in the school day when you return to the Wishing Well yourself, perhaps after a challenging interaction or when you notice self-criticism arising?

Simple modelling can be very powerful. You might say, “I noticed I was being a bit hard on myself earlier, so I made a kind wish for myself at the Wishing Well,” or “I’m going to make a kind wish for our class before we start our work.” This shows children that kindness is something we practise in real life, not just in lessons.

Sustaining the Space

Over the year, the Wishing Well can grow with the class. You might add new stars, drawings, reflections, or shared wishes for special occasions, difficult days, or celebrations. Each addition reinforces the understanding that mindfulness is an ongoing relationship with awareness, kindness and care.

Let this be a space that reminds everyone, children and teacher alike, that kindness begins inside, that everyone wants to be happy, and that when we pause to wish ourselves and others well, we help create a calmer, more compassionate classroom community.



Worry Monster Lesson and the SPHE Curriculum (Fifth and Sixth)

Strand Unit: Feelings and Emotions

Curriculum Aim:
Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

Lesson Link:

- The worry monster activity invites students to express difficult emotions like anxiety and fear through writing or drawing.
- Reflective questions (e.g. “Is there anything you feel worried about now?”) guide children to explore their inner experience.
- Group pair work offers space to talk about times they felt worried, which directly supports development of emotional literacy and self-awareness.

Curriculum Aim:
Discuss and practise how to express and cope with various feelings in an appropriate manner.

Lesson Link:

- Students are shown healthy coping strategies: symbolic release through the worry monster, talking to someone they trust, and discussing emotional experiences with peers.
- Group work encourages children to notice how they felt in their body and whether or not they shared the worry, helping them become aware of their own coping patterns and potential supports.

Curriculum Aim:
Understand how feelings help in understanding himself/herself.

Lesson Link:

- Reflecting on what worry feels like in the body, and what thoughts come with it, helps students link physical, mental and emotional experiences.
- Sharing personal experiences in pairs supports metacognitive growth – noticing patterns, learning what helps, and becoming more emotionally self-aware.

Curriculum Strand: Myself – Self-Identity

Strand Units: Self-Awareness and Developing Self-Confidence

Curriculum Aim:
Reflect on his/her experiences and the reasons for taking different courses of action.

Lesson Link:

- By sharing a time they had a worry and what they did with it (e.g. telling someone or not), students practise reflecting on past actions and emotional responses.
- They begin to consider the consequences of bottling up feelings versus expressing them.

Curriculum Aim:
Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others.

Lesson Link:

- Pair work requires active listening, sharing, and thoughtful conversation about personal experiences.
- The safe, respectful setting helps students practise expressing themselves while also receiving someone else's perspective on a shared emotional experience.

Curriculum Strand: Myself – Taking Care of My Body

Strand Unit: Health and Wellbeing

Curriculum Aim:
Recognise causes of personal worry and identify appropriate coping strategies.

Lesson Link:

- The worry monster provides an accessible strategy for externalising worry.
- Students are also prompted to think of trusted people they could talk to, reinforcing social and emotional supports as part of a healthy self-care approach.
- The group and individual reflections help develop an internal toolbox for dealing with worry.

Curriculum Strand: Myself and Others

Strand Unit: Relating to Others – Communicating

Curriculum Aim:
Discuss and practise how to express and cope with various feelings in an appropriate manner.

Lesson Link:

- The paired group work encourages appropriate sharing of emotions in a safe, structured way.
- Talking through a personal worry story supports verbal expression of emotional experiences and encourages healthy social interaction around feelings.

Curriculum Aim:
Listen to, respect and respond constructively to the views and experiences of others.

Lesson Link:

- Students practise peer listening as they hear a partner's experience of worry.
- They begin to appreciate that others may feel similarly or differently, developing empathy and respect for diverse emotional responses.