



My Big Shouting Day!

Written and illustrated by
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NOVEL STUDY

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SUMMARY

Bella is having a bad day. She shouts, a lot! With cuddles and reassurances from her Mummy Bella realises that everyone has bad days and that they don't last.

CHARACTER REVIEW

Bella

Bob

Mummy

Sasha

Sasha's Mummy

Mrs Clark

Miss Louisa

The lady from next door

SEL THEMES IN THE BOOK

- Feelings – sad, angry, calm, happy
- Compliments
- Friendship
- Self- control

STUDY QUESTIONS

PAGES 6 AND 7

- **How do you think Bella is feeling?** Refer to lesson on Mad or Angry.
- **Bella shouted at Bob, is that OK or NOT OK?** Refer to lesson on Mad II.

PAGES 8 AND 9

- **Bella shouted at her mummy, how do you think her mummy felt?** Refer to the Feeling Face cards.
- **Bella didn't like her shoes so she shouted and took them off. Look at Bob's face, how do you think he's feeling?**

PAGES 10 AND 11

- **Bella's mum asked her to 'please stop wriggling' and then Bella shouted. What could Bella have done to help her to calm down?** Explain to the children that it was OK for Bella to feel angry about having to remain seated in the trolley but it was NOT OK for Bella to shout at her Mummy. Instead of letting her anger bubble she could have done Turtle to help her calm down. Ask a confident child to demonstrate the Turtle technique and then ask all the children to follow you in completing the steps.

PAGES 12 AND 13

- Show children the Turtle poster and run through the three steps. Bring the children's attention to the final step (say the problem and how you feel) and ask them what Bella could have said if she had done Turtle instead of shouting 'MY BISCUIT BROKE!' For example, 'I'm angry because my biscuit broke.'
- **Bella shouted at her friend. How does it feel when someone shouts at you?** Elicit responses from the children.
- **Is it OK to shout at our friends?** Explain to the children that it is NOT OK to shout at anyone.
- **Who can remember what friends do?** Refer to the *What Friends Do* poster.

PAGES 14 AND 15

- **How is Bella feeling?** Pass an angry face around the circle. Ask a confident child to show an angry face to the rest of the circle. Draw the children's attention to the features of the child's face. The angry face can then be passed around the circle. Ensure to praise the children for their efforts.

PAGES 16 AND 17

- **The lady who lived next door gave Bob a compliment. How did it make Bob feel?**
- **How do we know that Bob felt that way?**



- **What should we say to someone who has given us a compliment?** The appropriate way to respond to a compliment would be to smile and say ‘thank you’. Use this opportunity as a time to practice giving and receiving compliments around the circle. Ensure to draw the children’s attention to the child’s face receiving a compliment, demonstrating that it has made them feel happy.

PAGES 18 AND 19

- **Bella was angry that her peas were too hot and her bath was too cold. Has anyone**

PAGES 20 AND 21

- **Look at mummy’s face. How is she feeling?**
- **Is it OK to make someone else feel sad when we are feeling uncomfortable feelings?** Refer to the blue Feeling Face cards when you talk about uncomfortable feelings.

PAGES 22 AND 23

- **Has anyone behaved like this when it’s time for bed?**
- **How does it feel when mummy/ daddy/ nanny say that it’s time for bed?** Show the Feeling Face cards for children to have a visual cue. If there are differences in answers, draw the children’s attention to that – ‘Jack feels happy when it’s bed time because he likes his bed but Sally feels sad when it’s bed time because she wants to play with her toys.’

PAGES 24 AND 25

- **Bella shouted at mummy a lot today but mummy still wanted to cuddle her and read her a bed time story. Why did mummy do this?** Ask the children who they love.

PAGES 26 AND 27

- **Bella said sorry to her mummy. How did that make her mummy feel?** Explain that when we have done something that is NOT OK like shouting, we should say sorry. Give examples from the setting – ‘Ava and Lola found it hard to share the dolls this morning. They both said sorry to each other and then they were happy.’

PAGES 28 AND 29

- **The next day Bella felt happy, just like her mummy said she would.** Staff to help children recall times they felt an uncomfortable feeling and then a comfortable one – ‘Josh, you were really sad this morning when your nanny left. Then you started playing with Isaac and you felt really happy.’

ACTIVITIES

- Paint ‘angry’ pictures. Use colours that conjure angry feelings such as red, orange, black, etc.



- Paint 'happy' pictures. Use colours that conjure happy feelings such as pastel colours, yellow, blue, etc.
- Complimenting focused task using the complimenting strips (please ask your Coach for these)
- Match the feeling face cards to the facial expressions in the story
- Story sequencing and discussions about the feelings displayed in the story