



Everybody Feels...Sad!

Written by Moira Butterfield & Holly Sterling

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NOVEL STUDY

Everybody Feels...Sad, by Moira Butterfield and Holly Sterling

SUMMARY

The book is split into two stories about a boy and a girl who are feeling sad. Chloe feels sad because she has lost her favourite toy and Omar feels sad because his pet cat has died. The story talks about the importance of talking about your sad feelings with your friends and family and how this can help you cope with this feeling. The book also talks about the different reasons that people feel sad and the way that emotion feels inside.

CHARACTER REVIEW

Chloe

Omar

Chloe's Mum

Sophie

Omar's Dad

Omar's Mum

Socks

Ethan

SEL THEMES IN THE BOOK

- Feelings
- Friendship
- Empathy
- Self-Awareness
- Social Awareness

STUDY QUESTIONS

Pages 4 & 5

- As you read aloud each of the explanations of when you might feel sad ask children if they have ever felt this way before. It is very important to remind children that everybody feels sad sometimes and that sad feelings won't last forever.
- Read the description on page 5 and spend time focusing on the different parts of the face that might show that you are feeling sad.
'Do your eyes *always* fill with water when you are sad?' (No)
'Show me what a sad mouth looks like. Now show me a happy mouth.' (Point out that our mouth and eyes can both show how we are feeling.)
- Spend time looking in a mirror and the change from 'sad eyes and mouth' and at 'happy eyes and mouth'.

Pages 6 & 7

- **Why is Chloe feeling sad?** She has lost her favourite toy.
- **What is your favourite toy? Would you be sad if you lost it?** Spend time discussing favourite toys and if they can understand how Chloe would be feeling at that time.
- **Chloe is feeling sad at bed time because she doesn't have Beebee. What could we say to Chloe to make her feel better? Is there anything Chloe could do?** Spend time sharing ideas about kind things we can say to others when they are feeling sad. Allow children to give suggestions about easing her sad feeling for example by getting a different toy for that night, getting a cuddle from a parent, reading a favourite story etc.

Pages 8 & 9

- We sometimes feel sad or upset when we miss things. Discuss that it is ok to feel sad when we miss things. **What did Chloe's Mum do to help her?** Gives her a hug. Share a time that you missed something or someone and what you did to ease that uncomfortable feeling.
- Chloe's sad feeling didn't go away when she went to school. **How did her friends know she was feeling sad?** Spend time looking at the pictures of Chloe and her friends, Point out Chloe's facial expressions and how her friends are comforting her. By asking someone if they are ok it could help make that sad feeling less uncomfortable.

Pages 10 & 11

- After telling her friends why she was sad, Chloe's friends helped her look for her toy. **Have you ever helped someone? How did it make them feel?**
- **How did Chloe feel when Sophie found Beebee?** Excited, happy, joyful. Have the children pretend to look sad and looking for the toy then changing their facial expressions and body language when they toy is found. Pointing to the pictures of Chloe to guide them.
- Give another reminder that sad feelings don't last forever and that's why we must share these feelings with others so they can help and support us.



Pages 12 & 13

- Omar loves his pet cat Socks. Point out how happy he looks when he is holding her on page 12. Ask children to share what makes them feel happy. This doesn't need to just be about pets. Share lots of different examples of what makes you feel happy to model ideas.
- Omar's cat Socks was very ill and died. It will be important to share the following points with children: **Sometimes our pets die and it makes us feel very sad. It's ok to feel sad – we feel sad because we love them.**
- Some children may want to discuss their own personal experiences of bereavement during this part of the story. This may be a very upsetting time for some children who have had experience of bereavement as it may bring up some difficult emotions and memories. However it may be equally upsetting for those who have not had the experience as they think about the possibility of losing a pet or loved one.
- Children may get upset and cry during this discussion. Point to the picture of Omar and show that when we are really sad we sometimes cry and that is ok. Share with the children that there are lots of things we can do to make the sad feelings a little bit better. You may wish to pause the story here and complete an activity related to the story.

Pages 14 & 15

- **Omar and his parents sat down and remembered what they loved about Socks, and they looked at photographs of her having adventures. What else could he do to remember how much he loves Socks?** (Examples include drawing pictures of a loved pet or relative who has passed away, talking about times they spent together, make a memory box, read stories, make a special card, plant a flower in the garden.)
- **How do you think Omar feels when he looks at the photographs of Socks?** Support discussion around his smile and open body language. Although Omar will still be sad that Socks is no longer with him and he will still miss him, he can feel happy while he remembers all the fun times they had together.

Pages 16 & 17

- **How did Omar feel when he went to Ethan's house? Why?** The kittens reminded him of Socks.
- **What names did Omar give his new kittens?** Mops and Meg.
- **Do you think Omar still feels sad?** Discuss that even when we are sad and missing what is no longer there, the sad feeling will fade and new and exciting things will happen again so you won't feel as sad. Omar still misses Socks but he is busy looking after the new kittens so his sad feeling is not as strong.

Pages 18 & 19

- Chloe and Omar both felt sad during the story but they started to feel better when they talked about why they were feeling sad. Discuss the importance of talking to someone you trust when you are feeling sad. They will listen and help you with your problem. **Who could you talk to when you are feeling sad?**

Pages 20 & 21

- These pages are a good recap of the two stories and will help before going onto any supplementary activities.

Pages 22 & 23

- These definition pages are useful for adults to describe more difficult words or concepts to younger children.

Page 24

- This page has some excellent activity ideas relating to the story.

Additional Activities

- **Draw a self-portrait with a sad face**
- **Tell a friend about a time when you felt sad**
- **Use magazines and cut out pictures of sad faces or pictures that make you feel sad**
- **Sing the song 'If you're sad and you know it' and change the actions to 1: show your frown 2:cross your arms 3: talk it out**
- **Paint a picture of something you think about when you are sad that makes you feel happy again – Remind them of Omar thinking about Socks having great adventures**
- **Musical feelings /statues – when the music stops you can either have a happy or a sad face**
- **Drama – act out what you might have said to Chloe or Omar if they were in our class**
- **Write about a time when you felt sad. Share what you did to feel happy again.**
- **Happy/ Sad Colours – using primary and secondary coloured paint ask the children to show what makes them happy with 'warm colours' and something that makes them sad with 'cold colours'**