

# 5. Thoughts, words and feelings

Use *Introducing the activity* plus the *Basic activity* and one of the *Variations*, followed by *Drawing things together*. Please read the *Basic activity* before making your choice.

Activities marked with \* are particularly suitable for younger pupils.

## Teacher's notes

- Use any story where you can represent the thought, speech and feelings of characters. This helps pupils to relate to them and make links to their own experience.
- For Variation 2 you will need stories where the character may be saying one thing and thinking another. For example, the story of Joshua's orders to march round the walls of Jericho (Joshua 6:1-16, 20) must have caused some puzzled thinking amongst the people.

## Introducing the activity

Look at comics and how people's thoughts, speech and feelings are recorded.

### \*Basic activity: Using bubbles

Use basic thought bubbles or speech bubbles to record the thoughts and speech of different characters in a religious story. Make links between thoughts, speech and the events and beliefs in the story.

With younger pupils make large speech and thought bubbles to use as a class. Bubbles can be laminated and reused. Or an interactive whiteboard could also be used.

### \*Variation 1: Colour bubbles

Go through a story and record the speech, thoughts and feelings of a character. Give each character a particular colour. For example, Mary's thoughts, feelings and speech in the Christmas story could be recorded on yellow.

With older pupils this can be repeated for other characters on different colours.

Look at the collection of bubbles. What does it tell us about a character and their response to events? How does this character compare with other characters?

### Variation 2: Compare bubbles

Go through a story and draw bubbles showing what the characters are saying. Add thought bubbles in which pupils write what they think the character is thinking. The same contrasts can be done with feeling bubbles. A person may say or think one thing but be feeling something quite different. For example, a person might say, 'I forgive you' but still be struggling with difficult emotions. A person might say, 'I like you' but be thinking very different thoughts. Explore the following:

- Are the thoughts the same as the speech and feelings? If they differ why is that?
- Is it right to sometimes say one thing but think another? For example, we might be feeling angry but still be polite.

### \*Variation 3: Who said that? Who thought that? Who felt that?

Create an appropriate speech, thought or feeling to place in a bubble or a heart shape. Ask pupils which person was most likely to say, think or feel that in the story and to give reasons for their answer. Keep this simple for younger pupils. The speech, thought and feelings do not have to be directly indicated in the text, they can be ones that characters are likely to have said, thought or felt. Older pupils should be able to give evidence from the text for their answer. For example, 'That's not fair!' could have been thought by the elder brother in the parable of the prodigal son (Luke 15:11-32).

## Drawing things together

Look at the experience of the characters as reflected in the bubbles and make links to pupil experience as appropriate.