

Topic 8

Feelings

OBJECTIVES

- To help children understand that there are multiple feelings that can be experienced
- To help children build a “feelings vocabulary”
- To help children recognize that feelings are not right or wrong

MATERIALS

What Is a Feeling? by David Krueger (Parenting Press, 1993)

Feelings Words (Worksheet K.8.1) or Feelings Faces Cards (Worksheet K.8.2)

A bag or small box in which to place the individual Feeling Words or Feelings Faces Cards

Copies of the Feelings Poem (Worksheet K.8.3)

Feelings Words Wall (a whiteboard, easel pad, or other surface on which to display Feelings Words used throughout this curriculum)

PREPARATION

Make enough copies of the Feelings Poem (Worksheet K.8.3) so that each student can have his or her own poem. The worksheet contains five copies of the poem, which you can cut into strips). When you get to step 6 in this topic, give each student his or her own copy of the poem to keep.

INSTRUCTIONAL ACTIVITIES

I. Review the tool box concept.

Review the Sharing Circle rules with the group, and then ask students to move into a Sharing Circle. If necessary, remind them to use Speaker Power and Listening Position during Sharing Circle.

Review the tool box activities. Ask children whether they had an opportunity to use any of the skills in their tool box during the week. Have children share

times when they used a skill or a time when they observed someone else using a skill.

2. Create a Feelings Words Wall.

Write the list of Feelings Words (Worksheet K.8.1) or display the Feelings Faces Cards (Worksheet K.8.2) on the whiteboard or other display surface. Make sure the list or display is visible to all students.

Once the list or display has been created, tell the class that it will serve as a Feelings Words Wall. Students can use the Feelings Words or Feelings Faces Cards on the wall to help them in other activities in this curriculum.

3. Conduct a feelings identification activity.

Explain that this activity will help students learn more about the feelings we all have.

Have students arrange themselves into a circle on the floor, in chairs, or around a table. Show the class the bag or small box and tell them that inside are several pieces of paper that contain the faces or words that are on the Feelings Words Wall.

Begin by modeling the activity: Take a Feelings Faces Card or Feelings Word from the bag or box, read the word aloud, and tell about a time when you felt that way.

Pass the bag or box around the circle and ask students to pick one piece of paper out of the bag. Go around the circle and ask each student to tell about a time when he or she experienced the feeling picked from the box or bag. Read the Feelings Word for the student if needed. If someone is stuck describing a time he or she experienced the feeling, ask others in the group to think of a time when they had that feeling and choose a student to describe it. Or you can provide an example before asking students to respond.

If time permits, have the children trade pieces of paper until they get a face or word that they did not pick the first time. Once each student has a new face or word, go around the circle and have each child share a time when he or she, or someone he or she knows, experienced that feeling. Once again, you should model the activity before asking students to begin.

4. Introduce the concept of feelings in a language arts activity.

The book *What Is a Feeling?* introduces children to the concept of feelings by explaining that feelings are the way our bodies react on the inside when we are faced with different situations. The book helps build a basic feelings vocabulary and emphasizes that all feelings are normal. The authors include

the following feelings: shy, silly, excited, jealous, scared, mad, guilty, happy, sad, and proud.

Tell the group that you are going to read them a story about feelings. They are going to hear about times when other people experienced some of the feelings talked about in the Sharing Circle.

Ask the group to sit in a good Listening Position. Tell them that the title of the book you are going to read aloud is *What Is a Feeling?*

Ask students to listen carefully and pay close attention to the different feelings that are talked about in the book. Tell the children that when they hear a Feelings Word, they should raise their hands.

Begin to read aloud. While reading, hold the book up so that all children can see the text and pictures. Make sure to read slowly so that the children can attend to what you are saying. If possible, point to the words on the page as you read to demonstrate how reading takes place from left to right. After you have read the book, ask the group:

- What were some of the feelings in the book?
- What happened to make people feel that way?

5. Present a reflective summary.

Ask students what they learned from today's lesson. Reinforce any key themes, and then go over any follow-up work.

6. Follow up.

The following activities will give students a chance to continue working with the new concepts throughout the school day and at home.

Promoting Transfer and Generalization of Skill

Read the following poem to the class:

Feelings, feelings all around.
I have them every day.
Happy, sad, angry, and glad ...
All of them are part of me!

Give each child a copy of the poem to keep. Tell the group that they did a terrific job today.

TIPS FOR TEACHERS

Add to the Feelings Words Wall any words you come across when reading other stories to students.

SHY

SURPRISED

SCARED

MAD

HAPPY

SAD

EXCITED

SILLY



Shy



Happy



Surprised



Sad



Scared



Excited



Mad



Silly

Feelings, feelings all around.
I have them every day.
Happy, sad, angry, and glad...
All of them are part of me!

Feelings, feelings all around.
I have them every day.
Happy, sad, angry, and glad...
All of them are part of me!

Feelings come and feelings go.
I never know what they'll be.
Silly, angry, happy or sad—
They are all a part of me!

Feelings, feelings all around.
I have them every day.
Happy, sad, angry, and glad...
All of them are part of me!

Feelings, feelings all around.
I have them every day.
Happy, sad, angry, and glad...
All of them are part of me!