



All About Feelings

OVERVIEW

This program will teach students in grades K-2 about feelings and emotions. This will be done through discussion and several activities teaching students what emotions are and how they make you feel. Students will discover that being happy and relaxed can help them to feel better inside. They will also learn relaxation techniques that will aid in their personal stress management. They will have the opportunity to participate in activities aimed to not only capture their attention but also to create an understanding that will stay with them for life.

GRADE LEVEL: K, 1, 2

SUBJECT AREAS: Fine Arts, Health, Physical Education

* See end of outline for complete list of DOE Content Standards and Benchmarks.

OBJECTIVES

1. To teach students what stress really is and where it comes from.
2. To provide students with different types of relaxation techniques that they can do anytime.

ESTIMATED TIME: 40 minutes to 1 hour

MATERIALS NEEDED

- 1) labeled cans and clear plastic containers*
- 2) relaxing music with CD player
- 3) paper, crayons (some students may have their own crayons)
- 4) small backpack or cotton bag

*Collect a stack of plastic containers and cans. Cover the cans with primary colors and label them with words such as sad, scared, uncomfortable, angry. Take some bright colored paper, crumple and fill in clear plastic containers. Label the containers happy, delighted, excited, cheerful.

EVALUATION

1. Students should be able to explain and express different feelings they encounter and why it is important to stay relaxed and happy.
2. Students will communicate different feelings through pictures, discussion, or acting and describe how negative emotions make him/her feel and how positive emotions make him/her feel.
3. Students should be able to demonstrate relaxation techniques that can help them to calm down and concentrate.

LESSON OUTLINE:**I. Welcome and Introduction:**

- 1) Today we will learn about our feelings – the happy sad, stress feelings we all have.

II. Suggested Discussion Items

- 1) Feelings can make you feel good and bad. Can anyone tell me a feeling that makes you feel good and one that makes you feel bad? (answers: happy and sad, excited and angry, delighted and stressed).
- 2) These words you just described are also called emotions. They are what you feel on the inside that no one else really knows you are feeling. Sometimes, it is hard to know what to do when you have emotions or feelings that don't make you feel good inside. What are some of these emotions? (sad, angry, scared, uncomfortable).
- 3) What can you do if you don't feel good inside?
 - a. Talk to your family, friends, and teachers and tell them how you feel.
 - b. Playing outside.
 - c. Drawing pictures of what is making you feel bad.
 - d. Take a break. Lie down and take a few deep breaths.
 - e. Make sure you eat healthy food such as lots of fruits and vegetables so your mind and body is strong and alert and can help you when you feel bad.

III. Activities

- 1) *Carrying Stress.* Display the cans and plastic containers on a table and place the canvas bag close by. Begin a discussion about what it is like to carry around bad feelings. This is called Stress. Explain that stress is kind of like luggage or baggage that we carry with us all the time. We can't see it of course, but we can feel it. Ask students to think about some feelings they may have today or that they remember having. Invite students one at a time pick up one can from each group (plastic, light weight "good" feelings and the heavy cans with "bad" feelings). Ask the student to share with the class why they chose that feeling. (excited because they got an ice cream cone? Sad because their brother or sister was mean to them?)
- 2) *Drawing.* Pass out a piece of paper and ask students to get out their crayons (or distribute crayons to them). Ask students will draw a picture of their favorite place to be or favorite thing to do. Encourage students to think about the place or thing they drew in their picture the next time they feel sad or angry.
- 3) *Breathing Exercises.* Begin a discussion about how simple breathing in and out can help to calm us down when we start to feel bad. Have students close their eyes and breath in slowly through their nose, and exhale slowly through their nose. Turn on relaxing music if available and time allows.

IV. Assessment and Evaluation

- 1) Assessment: Conduct an open discussion with students with the following questions:
 - a. What are feelings and emotions?

- b. Do they make you feel good or bad inside?
 - c. Can you name a feeling that makes you feel good and one that makes you feel bad?
 - d. How do you feel right now?
 - e. Did you like listening to music and lying down for a while?
 - f. Did it make you feel better?
 - g. What can you do to make yourself feel better the next time you feel sad?
- 2) Evaluation ~ Written (optional): Pass out written evaluation for students to complete.

DOE Standards

FINE ARTS

Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

Standard 4: DANCE: Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history (stresses movement as opposed to traditional definition of Dance)

HEALTH

Standard 1: CORE CONCEPTS: Understand concepts related to health promotion and disease prevention

Standard 3: SELF: MANAGEMENT: Practice health: enhancing behaviors and reduce health risks

Standard 4: ANALYZING INFLUENCES: Understand the influences of culture, family, peers, media, technology, and other factors on health

Standard 5: INTERPERSONAL COMMUNICATION: Use interpersonal communication skills to enhance health

PHYSICAL EDUCATION

Standard 3: ACTIVE LIFESTYLE: Participate regularly in physical activity

DOE Benchmarks

K-2.1.1- Describe appropriate ways to express feelings

K-2.3.1- Describe personal stressors and ways to deal with stressful situations

K-2.4.1- Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors

K-2.5.1- Use effective verbal and nonverbal communication

K-2.5.2- Use effective and appropriate ways to express feelings, wants, and needs