



Educator Guide: Feelings Lesson

Recommended for Grades:

Kindergarten

Time:

6 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning Objectives:

After completing this lesson students will be able to:

1. Recognize basic emotions and feelings.
2. Identify two trusted adults they can talk to about their feelings.

Lesson Description:

In this lesson students will learn what feelings are, how to figure out what they are feeling and the importance of talking to a trusted adult. Eight feelings are highlighted in the lesson and the physical and emotional aspects of the feeling are addressed.



Pre and Post-Test Questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool, etc.) You may choose to combine questions from various lessons and activities that your students participate in.

1. Circle the happy character.



2. Should you get help from a trusted adult when you are feeling really sad?

Yes

No

Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Feelings Lesson. You may choose to use this list in any way that fits your needs.

- Angry – feeling mad or upset
- Calm – feeling peaceful and relaxed
- Cope – to deal with something
- Disappointed – feeling upset when you wanted something to happen and it didn't end up happening
- Excited – feeling like you are looking forward to something
- Feelings – how we react to things that happen in our lives
- Frustrated – feeling like you want something to happen that isn't happening
- Happy – feeling good and content
- Respect – showing you care
- Sad – feeling unhappy
- Trust – to believe and have confidence in someone
- Trusted adult – a grownup that you are close to and who cares about you, such as a parent, family member, teacher, school counselor, etc.

Supplemental Activity: How Are They Feeling?

Objectives:

After completing this activity students will be able to:

- Recognize basic emotions and feelings.
- Identify two trusted adults they can talk to about their feelings.

Materials Needed:

- Paper or notecards
- Pen or pencil

Time Required:

20 minutes

Instructions:

Write the eight feelings (excited, frustrated, angry, happy, calm, sad, disappointed and scared) on the board from the online lesson and review what they mean and how they feel with students.

Below are eight character scenarios to be read to students. Read a scenario to the students, then ask the students how they think the character might be feeling. Once a student has correctly identified the feeling for the scenario, move on to the next one.

After the scenarios have been read, the students will, on a sheet of paper or a notecard, write "I feel..." and pick one of the words from the board to indicate how they are feeling that day.

Help students brainstorm a list of trusted adults and write them on the board (e.g. mom, dad, aunt, uncle, teacher, etc.). On the same sheet of paper, the students will write two names from the board on their sheet to indicate who they can talk to about their feelings.

Scenarios:

1. Miguel is really looking forward to going to the water park with his dad. Miguel is feeling _____. (Answer: Excited)
2. Zoe is trying to zip up her coat so she can go to recess, but it keeps getting stuck. Zoe is feeling _____. (Answer: Frustrated)
3. Devonte didn't get to take a turn on the swings, even though he was next in line. Devonte is feeling _____. (Answer: Angry)
4. Quinn is laughing at a funny joke her brother told her. Quinn is feeling _____. (Answer: Happy)
5. Zoe's face and body are relaxed after doing her morning mindfulness exercise. Zoe is feeling _____. (Answer: Calm)
6. Miguel's friend had to go home and they were having a lot of fun. He feels like crying. Miguel is feeling _____. (Answer: Sad)
7. Quinn was really looking forward to having pancakes for breakfast, but her mom made her cereal. Quinn is feeling _____. (Answer: Disappointed)
8. Devonte woke up from a really bad dream breathing fast and feeling worried. Devonte is feeling _____. (Answer: Scared)

Supplemental Activity: Feelings Walk

Time Required:

5 minutes

Instructions:

In this activity, you will lead students through various feelings and how they feel in one's body. Students will focus on how their body changes depending on which feeling they are conveying.

You will ask students to select one of the eight feelings discussed in the feelings lesson (excited, frustrated, angry, happy, calm, sad, disappointed or scared). Once a feeling is selected, the class will stand up and be instructed to walk in places as though they were feeling that emotion. The students will be allowed to creatively express how that feeling would feel. You will then ask students to notice the changes in their body and will point out what they see to illustrate for the class (e.g. If the feeling chosen is anger, you might point out that some students are stomping their feet, some students have their hands raised over their head with clenched fists, etc.)

If students are having a hard time illustrating the feelings in their walk, you can offer some suggestions based on what the feeling is. The important thing is for each student to practice feeling in their body how these feelings feel.

Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Help Your Child Manage Their Feelings

It can be hard for children to cope with their feelings. You can help them learn to handle strong feelings, like anger, excitement and sadness.

- Help your child name their feelings. Children who can name their feelings can better understand and talk about how they feel.
- Talk with your child about their feelings. Talking to a trusted adult helps your child learn how to manage their feelings.
- Show you care. When your child talks about their feelings, let them know you understand how they feel. This will help them feel supported and respected.

Children who practice showing kindness and understanding are more likely to have healthy relationships. If your child can think about how other people are feeling, that will help them get along with others. The first step is becoming aware of their own feelings.

Growing Your Child's Self-Esteem

Self-esteem is how we feel about ourselves.

High self-esteem and low self-esteem in children

Children who have high self-esteem feel good about themselves. They often feel liked, accepted and they believe in themselves. They are more willing to try new things and can cope better with their mistakes. Children with high self-esteem often do better in school and in relationships. Children who have low self-esteem can doubt themselves and feel like they are not as good as other kids. They can expect less of themselves and assume others do not think well of them.

There are some things you can do to help your child have higher self-esteem:

- **Offer positive attention and care.** Children begin to grow in their own self-esteem when they work towards a goal, make an effort or learn something new.
- **Help your child learn something new.** Allow your child to watch you and practice with you when they are learning something new. Then they can try it themselves.
- **Praise your child's effort no matter the outcome.** Knowing that their effort matters will help ground your child in what they can control. It rarely helps to criticize kids.
- **Focus on your child's strengths.** Allowing your child to be seen for what they are good at can do great things for their self-esteem.
- **Set a good example.** When your child sees you using positive self-talk and self-care even when making a mistake, they will be more likely to pick up these traits.

Recommended Reading List

These books can be read aloud to help students relate to characters dealing with different mental and emotional health concerns. You may encourage students to check out one of these from the school library to bring home and read with their families.

“B is for Breathe” by Dr. Melissa Munro Boyd (2019, Ages: 4-10)

“Everyone” by Christopher Silas Neal (2016, Ages: 4-6)

“Frog Slime: A Child’s Guide to Calming Down” by Dr. Amanda DeSua (2017, Ages: 0-6)

“Grumpy Monkey” by Suzanne Lang (2018, Ages: 3-7)

“Listening to My Body” by Gabi Garcia (2019, Ages: 4-10)

“My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings” by Natalia Maguire (2020, Ages: 3-9)

“Ruby Finds a Worry” by Tom Percival (2019, Ages: 3-6)

“Taking a Bath with the Dog and Other Things That Make Me Happy” by Scott Menchin (2013, Ages: 4-8)

“The Color Monster” by Anna Llenas (2018, Ages: 4-8)

“Visiting Feelings” by Lauren Rubenstein (2013, Ages: 4-8)

“When I Feel Angry” by Cornelia Maude Spelman (2000, Ages: 4-8)

Mental and Emotional Health Resources for Families and Educators

- 988 Lifeline, 988lifeline.org, call or text 988
- Centers for Disease Control and Prevention (CDC), cdc.gov/childrensmentalhealth/
- Children's Wisconsin, childrenswi.org/find-care/mental-behavioral-health
- KidsHealth, kidshealth.org
- Mental Health America, mhanational.org
- National Alliance on Mental Illness (NAMI), nami.org
- National Institute of Mental Health (NIMH), nimh.nih.gov
- PBS Kids for Parents: Emotions and Self-Awareness, pbs.org/parents/learn-grow/all-ages/emotions-self-awareness
- Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), dpi.wi.gov/sspw



Transcript

Slide 1

Belinda Badger: Hi there! It's me, Belinda Badger. I'm here today to talk to you about feelings and I'm so excited! We're going to learn what feelings are and how to figure out what you are feeling.

Slide 2

Belinda Badger: Feelings are how we react to things that happen in our lives. They bubble up inside of us when something happens. You might feel happy when it's time for recess and you get to play with your friends. You might feel excited the night before your birthday...so excited that you can't sleep! You might feel sad when you drop your ice cream cone and don't get to eat it anymore.

Slide 3

Belinda Badger: There are so many different feelings you can have! We will talk more about those feelings in a minute. But first, let's talk about what you need to know about your feelings.

Slide 4

Belinda Badger: We all feel many different feelings throughout the day. Click on each of my friends to learn some important things about feelings.

Devonte: Feelings come and go. One minute, you could feel really happy, and the next minute you could feel really sad, and that's okay! Sometimes, feelings can last a long time and sometimes they only last for a short time. It's okay to feel your feelings for however long they are there!

Zoe: There are no good or bad feelings. All feelings are normal and healthy! They tell us how we feel about different situations. Sometimes feelings can be hard to deal with, and that's okay too. We can always get help from a trusted adult to deal with our feelings.

Miguel: It's okay and normal to feel more than one feeling at a time. Sometimes you can feel angry and sad at the same time. Or even happy and nervous!

Slide 5

Belinda Badger: Knowing the word for how you feel can help you feel better and help you share your feelings with others. Click on a feeling to learn about it!

Angry- When you feel angry, you likely feel mad because you think that something isn't fair. You might want to yell or scream.

Frustrated- When you feel frustrated, you may feel like you want something to happen that isn't happening. You might even feel annoyed!

Sad- When you feel sad, you probably feel unhappy. You may frown when you feel sad, and you may feel like crying.

Excited- When you feel excited, you are really looking forward to something. You might feel a lot of energy!

Happy- When you are happy, you feel good. You might smile or even laugh!

Calm- When you feel calm, you feel peaceful and relaxed. You might breathe deeply and smile.

Disappointed- When you feel disappointed, you may have wanted to do something that didn't end up happening.

Scared- When you feel scared, you feel worried about something. Your heart might beat fast and you might breathe fast.

Slide 6

Belinda Badger: Even if you know the words for some of the feelings you could have, you still have to pay attention to yourself to know how you feel. There are three things you can do to be aware of your feelings.

Pay attention to your body. It will tell you how you feel if you listen! If you feel happy, you might smile or have extra energy. If you feel sad, you might cry or your body might feel heavy. Paying attention to your body's clues will help you know how you're feeling.

It can help to name your feelings. Sometimes you might not know the word for how you are feeling and that's okay. But other times, you might. If you can, naming it will help you know how you feel!

It's also important to talk about your feelings. Talking about your feelings with a trusted adult will help you better understand them. If you don't know how you feel, a trusted adult can help you figure it out! If you are feeling a strong feeling, talking to a trusted adult can help you manage it so you don't have to do it alone.



Slide 7

Belinda Badger: A trusted adult is a grownup you are close to and who cares about you. Your trusted adult could be your parent, aunt or uncle, grandparent or even a teacher at school!

Slide 8

Belinda Badger: Talking to a trusted adult can help you make decisions about what to do with your feelings. Can you think of one or two trusted adults that you could talk to? Remember, it's okay to feel your feelings and there are no right or wrong ones! Well, that's all for now. See you next time!

Acknowledgements

Children's Wisconsin would like to acknowledge the following individuals for serving as subject matter experts during the development of mental and emotional health lessons and activities for kindergarten:

Annette Feldner-Acosta, Hopkins-Lloyd Community School

Gretchen Huletz, PhD, LPC, Children's Wisconsin

Amanda DeSua, M.A. Ed., Ed.D, NBCT, School District of Waukesha

Carolyn Neumann, Jefferson School District

Susan Lubar Solvang, Growing Minds Inc.

Krissy Washington, Milwaukee Public Schools





Contact us:

**Children's Wisconsin
E-Learning Center**

(866) 228-5670

healthykids@childrenswi.org

